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INTER-RACIAL IN-SERVICE PROGRAM DESIGNED TO INCREASE THE EDUCATIONAL OPPORTUNITIES OF THE CHILDREN IN THE RICHMOND PUBLIC SCHOOLS. FINAL REPORT SEPTEMBER 19, 1966-OCTOBER 31, 1967.

RICHMOND PUBLIC SCHOOLS, VA.

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THIS REPORT DESCRIBES AN INTERRACIAL INSERVICE TRAINING PROGRAM FOR ADMINISTRATIVE, SUPERVISORY, AND INSTRUCTIONAL PERSONNEL IN THE RICHMOND, VIRGINIA, PUBLIC SCHOOLS. THE GENERAL OBJECTIVES OF OF THE PROGRAM WERE TO STRENGTHEN INTERRACIAL UNDERSTANDINGS AMONG PARTICIPANTS, TO DEVELOP THEIR LEADERSHIP QUALITIES, AND TO PROVIDE TRAINING IN READING, SPEECH, MATHEMATICS, AND SCIENCE INSTRUCTION. PARTICIPANTS WERE ALSO COUNSELED IN PERSONAL SPEECH IMPROVEMENT. THE OPINIONS OF PROGRAM INSTRUCTORS, PRINCIPALS, AND PARTICIPATING TEACHERS WERE USED TO EVALUATE THE PROGRAM. THEY FELT THAT THE PROGRAM SUCCESSFULLY ACCOMPLISHED ITS OBJECTIVES. INCREASED TEACHER MORALE, A BETTER UNDERSTANDING OF THE TOTAL SCHOOL PROGRAM, AND A MORE EFFICIENT INSTRUCTIONAL PROGRAM WERE ALSO EVIDENT. RECOMMENDATIONS FOR THE READING PROGRAM, OPINIONNAIRES, AND OTHER RELEVANT MATERIAL ARE APPENDED. THE SUPERINTENDENT'S ANNUAL REPORT AND A STAFF NEWS BULLETIN ARE ALSO INCLUDED IN THE REPORT. (LB)

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Final Report 06032

INTER-RACIAL IN-SERVICE PROGRAM DESIGNED TO INCREASE THE EDUCATIONAL OPPORTUNITIES OF THE CHILDREN IN THE RICHMOND PUBLIC SCHOOLS

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INTER-RACIAL IN-SERVICE PROGRAM DESIGNED TO INCREASE THE EDUCATIONAL OPPORTUNITIES OF THE CHILDREN IN THE RICHMOND PUBLIC SCHOOLS

Mr. Nathaniel Lee, Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTER-RACIAL IN-SERVICE PROGRAM DESIGNED TO INCREASE THE EDUCATIONAL OPPORTUNITIES OF THE CHILDREN IN THE RICHMOND PUBLIC SCHOOLS

Desegregation began in the Richmond Public Schools in September, 1960. Prior to that time, with very few exceptions, the faculties and the students had been generally segregated. Although city-wide in-service programs have been held on a desegregated basis since 1947, in-service training, curriculum planning, and all other programs in the individual schools have been conducted in segregated situations. A high percentage of the teachers in Richmond Public Schools received their training in segregated schools and colleges. Until recently, most teachers gave little thought to the problems of motivation and instruction of pupils except those of their own race.

Convocations of teachers, in-service training programs, curriculum study groups, and general conferences have been desegregated for many years. There also has been integration of the administrative office personnel for a number of years. Several teachers taught in both white and Negro schools, and the first Negro teacher was assigned to teach white pupils in a regular schoolroom situation in the summer of 1964. In 1965, Negroes were appointed as the head of the science department for the entire city, as director of the school Community Action Program, and as Assistant-in-Personnel. Efforts were intensified during the 1964-65 school year to prepare for the orderly desegregation of faculties.

At the present time the school board is operating under a policy to seek the best person for a position without regard to race, and Negroes continue to be sought for important positions in order to demonstrate that job opportunities are available for those who meet the necessary requirements. Recent appointments of Negroes above the teaching level include: an Administrative Assistant to the Superintendent, the Assistant Director of Instruction, an Assistant Principal in a previously all-white junior high school, the Director of Head Start Programs, the Supervisor of Guidance, the Supervisor of Remedial Reading, the Supervisor of Nurses, the Supervisor of Teacher Aides, and a Supervisor of Adult Education. In addition, a white person has been named Assistant Principal in an all-Negro elementary school.

It was felt that without an intensified in-service training program, the instructional program of the Richmond Public Schools would suffer immediately from teachers' lack of knowledge and understanding of the cultural factors affecting the educational process for pupils whom they teach and the manner in which educational practices must be adapted to fit challenging situations.

GENERAL STATISTICAL INFORMATION

PUPILS	September 1965	September 1966
Number of Segregated Schools (Negro)	27	27
Number of Segregated Schools (White)	10	5
Number of Integrated Schools	20	26
Total Number of Schools	57	58
PUPILS		
Membership of Integrated Schools (Negro)	3,102	4,987
Membership of Integrated Schools (White)	12,077	13,495
Total Membership of Integrated Schools	15,179	18,482
FACULTIES		
Number of Segregated Faculties (Negro)	18	19
Number of Segregated Faculties (White)	19	10
Number of Integrated Faculties	20	29
Total Number of Faculties	57	58

OBJECTIVES

The general purposes of the project are:

1. To make inter-racial in-service activities similar to those of 1965-66 available to more teachers of the Richmond Public Schools.
2. To improve the educational programs offered to all children in the Richmond Public Schools.
3. To assist staff members in broadening their self-concepts in relation to co-workers, various sub-cultures, and the total milieu in which they teach.

Within the broad framework of the three general purposes, the following specific objectives may be enumerated:

- a. To give teachers, principals, and supervisors an opportunity to work together on concrete problems of vital importance to the improvement of education in changing times in such a way that educational opportunities for children will be increased and relations among the school staff strengthened.
- b. To provide a production workshop to give real experience in communicating with the public about school system activities, plans, accomplishments, and needs.
- c. To provide an opportunity for individuals who give evidence of leadership potential in the areas of speech and reading to have intensive work in the area of their strength with the guidance of experts in the field.
- d. To develop methods and materials for assisting children and youth in a sound program of speech improvement.

e. To assist leaders and potential leaders in the school system in the development of their leadership qualities.

f. To help principals and teachers at all levels to better understand the process of teaching reading; how individuals learn to read, how to detect pupils with reading problems, how to challenge gifted pupils, how to plan programs of improvement for slow pupils, how to select and use suitable materials, and how to keep up with professional advancements being made in the field of reading.

g. To help individuals look at themselves and their view of life and reach a better understanding about why they act as they do.

h. To help members of different races understand how members of another race look at life and reach decisions when faced with questions affecting the future.

i. To help develop a better understanding of cultural backgrounds of the two major races represented in Richmond.

PROCEDURES

A description of the total in-service program was given to all professional personnel during the first week for the 1966-67 school term. The last page of the material distributed was a form on which individuals could indicate the specific area in which they were interested if they desired to participate in the program. This material is included in Appendix A of this report.

The sixty-two schools in our public school system began a year of self-study in September preparing for evaluation by the Southern Association of Schools and Colleges during 1967-68. The Richmond School Board appropriated funds to provide classes in Art, Music, Physical Education, and Basic Economics on the same basis as those included under the grant. The expense to our school board for these additional classes was $22,500.

Based on the information received from the returned forms, course groups were established. All classes were formed without regard to race and steps were taken to avoid the accidental formation of a group with all members from one race. Ten of the thirty-five instructors employed were Negroes. Efforts were successfully made to engage qualified consultants from outside the school system of both major races.

A total of forty different groups was involved in the program. One class for supervisors and consultants met twice a month, one class for assistant principals met once a month, and one class for newly appointed administrators and supervisors met once a month. One section for principals and central office administrative and supervisory personnel held four two-day, week-end conferences. The remaining thirty-three groups met 2½ hours a week for sixteen weeks, a total of forty hours.

Each of the regular groups had an instructor who met with the group each time. Course guides or outlines were not prepared in advance. It was the instructors responsibility to assist the participants in developing the outline, goals, and activities to meet the needs of the individuals involved. Instructors were selected for their competence in the subject area and for their ability to work with people in such a way as to establish a climate for maximum dialogue and participation.

Classes were scheduled to meet in all five senior high schools and one junior high school. Attendance was checked at each meeting by having participants sign their initial on a roll sheet to indicate their presence. The initialed roles were returned to the in-service office through the school mail after each meeting. The office secretary kept a compiled record of attendance from which the payroll was written at the end of each semester.

Instructors requested materials for use with their groups. Requisitions for materials were made in the in-service office and supplies were shipped to the office by vendors. Inventory cards were made as materials were received. Records were kept of all non-consumable materials sent to instructors or participants to provide an easy check when they were returned.

The in-service program was centered around eight content areas. They were: Communications, Development of Future Leaders, Leadership Development, Reading Improvement, Social Science, Speech Improvement, Mathematics, and Science.

COMMITTEES

Guidance for the program came from three committees. One committee was composed of "experts" in the field of social science, communication skills, race relations, educational leadership, and speech. This committee was organized in July, 1965 and has continued to recommend curriculum, materials, activities, and consultants for the program since that time. The following persons served on this committee:

Dr. Lynette Saine Gaines, Professor of Education
Atlanta, Georgia
Dr. Harry Roberts, Professor of Sociology
Virginia State College
Dr. Raymond Hodges, Professor of Speech and Dramatic Arts
Richmond Professional Institute

Dr. Robert Saunders, Assistant Dean
Auburn University
Dr. Ruth Strickland, Professor of Education
Indiana University

The second committee was a steering group of local administrators, principals, and supervisors who also assumed the responsibility for guiding our city-wide self-study program. This arrangement made it possible to coordinate our in-service training activities with the extensive self-study program.

The third committee was composed of representatives from nearby institutions of higher learning. This committee assisted in suggesting and securing instructors and consultants for the program and in offering other ways their institutions could cooperate with the Richmond Public Schools to improve the education for local boys and girls.

THE PROGRAM

Communication Workshops

Two communication workshops were conducted with twenty-one members in each section during the first semester and one workshop during the second semester with twenty members.

Instructors for these groups were:

Mr. Harold Gibson, Assistant Principal and former Director of School-Community Relations, Richmond Public Schools

Mr. Irving Turnage, Supervisor of Audio-Visual Instruction, Richmond Public Schools

Mrs. Sarah Burcham, Director of Publications, Richmond Public Schools

The primary objective of these workshops was to provide production workshops that would give participants real experiences in effectively communicating with our staff and the public about the school system activities, plans, accomplishments and needs. The participants helped prepare the internal newsletter, The Staff News Bulletin, and the external newsletter for parents, The Richmond Public Schools Report Card. Participants were selected from the two first semester groups to continue during the second semester. This group prepared, in addition to the above publications, The Superintendent's Annual Report. Copies of these publications are included in Appendix (F).

To accomplish the primary objective, activities were conducted in the following areas:

1. An examination of the field of human relations, school-community relations, and staff relations.
2. Investigation of news media available to the school system. Emphasis was placed on ways of

determining what is news from the newsman's point of view and how to communicate with the news media.

The following outside consultants brought valuable information to these groups:

1. Mr. Robert P. Hilldrup, Education Editor, Richmond News Leader--"The Local Press and Its Relationship to the School System"
2. Mr. William M. Moore, Advertising Executive, Robert Kline Advertising Agency--"Public Relations As It Affects Organizations"
3. Mr. Jerry Gillis, Announcer and Reporter, WRVA Radio Station--"The Radio Reporter and the News"
4. Mr. James L. Dunn, Assistant Director of Development, Richmond Professional Institute--"Developing Desirable Public Relations"
5. Mr. Edwin Davis, Director of Public Relations, Virginia State Chamber of Commerce--"School and Community Interaction"

Speech Improvement

There were seven groups that met during the year, each being limited to fifteen teachers. The primary purposes was to help the participants become aware of different speech patterns, to assist them to improve their speech patterns, and to help remove, through them, the speech problems of our children in the schools.

The content in each of the groups varied in emphasis, depending on the particular needs of the participants and the techniques of the instructors for meeting these needs. All groups concentrated on speech problems often associated with the deprived child and techniques of solving these problems without producing undesirable emotional effects.

Instructors for the speech improvement groups were as follows:

Dr. Robert W. Kirkpatrick
Professor of Homiletics and
Director of the Audio-Visual Center and Radio Station
Union Theological Seminary
(two groups)

Mr. William H. Lockey, Jr.
Instructor in Speech and Drama
University of Richmond
(two groups)

Dr. Jerry L. Tarver
Assistant Professor of Speech
Univeristy of Richmond
(two groups)

Mr. Warren T. White
Assistant Director of Research and Development
Richmond Public Schools

Some of the activities conducted in these groups were as follows:

1. The study of the sounds of American English through the International Phonetic Alphabet.

2. Discussions of regional dialects and acceptable variations in pronunciation.

3. A tape recording by each teacher using material (prose) of his own choice.

4. The recordings to be played back with the teachers analyzing each other and additional comments from instructor.

5. Discussion of the strong and weak forms of our language with phonetic transcriptions of these.

6. Discussion of how a "Telephone Trainer" could be used to improve students' speech.

7. Each teacher to record some of their students who have speech problems. These will be played, analyzed, and suggestions made as to how these problems might be handled.

8. A study and discussion of the text, Speech In The Elementary Classroom by Van Riper and Butler.

9. Recording and listening to short exercises that deal with specific sounds (emphasis on those which have been so far noted to be faulty among this group).

10. A study of the use of the Kenyon and Knott Phonetic Dictionary.

11. Discussion and exercises for

    a. Resonance
    b. Rhythm
    c. Pitch
    d. Intonation

12. Practices in phonetic transcription

The following outside consultants contributed to the effectiveness of these groups during the year:

Dr. Margaret Byrne
Chairman, Division of Speech
Pathology and Audiology
University of Kansas

Dr. Donald H. Smith
Associate Professor and
Director, Center for Inner City Studies
Illinois Teachers College Chicago-North

Professor Edith W. Skinner
Carnegie Institute of Technology
Pittsburgh, Pennsylvania
"Phonetics, A Tool for Good American Speech"

Social Science

The social science classes were well suited to help participants understand and accept differences in people and to develop the ability to work with children and teachers of different ethnic groups.

Six groups studied Social Science Problems during the year, three in the fall semester and three in the spring. Enrollment was limited to twenty-five in each group.

Instructors in Social Science Problems were as follows:

Dr. Harry Roberts, Head
Department of Sociology
Virginia State College
Petersburg, Virginia

Mr. Norville R. Hiner, Jr.
Supervisor of History and Economics
Richmond Public Schools

Dr. Douglas I. Brown
Professor of Sociology
Richmond Professional Institute

Mr. Francis M. Brinkley
History Department Chairman
Richmond Public Schools

Mr. Wallace Van Jackson
Head Librarian
Virginia State College
Petersburg, Virginia

Dr. Marion Nesbitt
General Supervisor
Richmond Public Schools

The primary objective in all the groups was to help the participants develop techniques and attitudes which will help them teach effectively in our integrated schools. This objective was approached through some of the following topics:

1. Understanding prejudice from the viewpoints of personality, society, and culture.
2. An analysis of the origin, development and present

status of the dominant-minority (American Negro) group relations.

3. An analysis of the changing social structure and culture of the minority group and the contributing factors in relation to the larger society.

4. The Role of Education in Intergroup Relations.

5. Insights which equip people to influence and reinforce self-concepts and intervene to change negative self-concepts.

6. Appreciation of United States social classes as culturally variant groups.

7. A comparison of social class and the "culture of poverty."

During the fall semester, all groups placed some emphasis on taking a critical look at the social studies program in the Richmond Public Schools. The following consultants added to the effectiveness of this program:

Dr. James Oglevee,
Head Geographer
Rand-McNally Company
"Basic Concepts in Geography"

Mr. Lucien Adams
Assistant Superintendent
Richmond Public Schools
"How Can The Social Studies Program Be Improved?"

Dr. James Smylie
Professor of Church History
Union Theological Seminary
Richmond, Virginia
"Values in the Social Studies"

Mr. Seymour Stiss
Supervisor of Social Studies
Arlington County, Virginia
"New Trends in Social Studies"

Mr. Stowell Symmes
Director of Curriculum
Joint Council of Economic Education
New York, New York
"Economics in the Schools"

Mrs. Ruth Ellmore
Supervisor of Elementary Education
Virginia State Department of Education
"Trade Books in the Social Studies"

Miss Freda Harrell, Supervisor
Richmond Public Schools
"Social Studies and the Slow Learner"

Mr. Fred Smith
Supervisor, Youth Employment
Richmond Public Schools
"Occupational Unit in 8th Grade United States History"

Reading Improvement

Six Reading Improvement groups operated during the year. Three were conducted in the fall semester and three in the spring semester. A maximum of twenty-five participants was permitted in each group.

Instructors for the reading groups are listed below:

Mrs. Ann D. Burke
General Supervisor
Richmond Public Schools

Miss Freda Harrell
Consultant Teacher
Richmond Public Schools

Mr. Larry Armstrong
Instructor
William and Mary College

Mrs. Martena H. Taliaferro
Language Arts Consultant
Richmond Public Schools

Mr. Warren T. White
Assistant Director of Research
Richmond Public Schools

Mr. Joseph Wilder
Assistant Professor
Virginia State College

The first semester classes took a critical look at the reading program in the Richmond schools as it relates to the total Language Arts program. Discussions focused on the following areas:

1. What is Language Arts?
2. Goals and purposes of a good Language Arts program
3. How children learn and the implications for classroom procedures
4. Experiences that foster growth in listening, oral expression, reading, written expression and appreciation of literature.

Consultants that enriched this experience for the participants were as follows:

Mrs. Ruth Lewis
Language Arts Supervisor
Richmond Public Schools
"Goals and Purposes of a Good Language Arts Program"

Miss Elizabeth Ellmore
Assistant Elementary Supervisor
Virginia State Board of Education
"The Teaching Learning Process"

Dr. Helen Mackintosh
former Chief of Staff, Elementary Division
United States Office of Education
"The Interrelatedness of Listening, Speaking, Reading and Writing"

Dr. Eunice Newton
Professor of Education
Howard University
"Evaluating a Balanced Reading Program"

Areas of emphasis in the spring classes include the following:

1. Values and Limitations of Individualized Reading
2. The History of the Teaching of Reading in the United States
3. What are Children's Interests? How Do We Determine Children's Interests?
4. Auditory and Visual Perception
5. Word Recognition Skills
6. Vocabulary Development
7. Comprehension Skills
8. Beginning Reading Instruction
9. The Nature of Reading, Purposes of Reading, Types of Reading
10. Evaluating Reading Performance
11. Principles and Techniques of Remedial Reading
12. Effective Use of Oral Reading
13. Ways of Grouping
14. Reading and the Culturally Deprived Child

Science

There were two groups that met during the year for elementary school teachers. The primary purposes were to assist the participants in evaluating the science programs in their schools and to improve their competencies in science instruction in the elementary school.

The content in these groups emphasized techniques of presenting scientific concepts to elementary pupils. Participants constructed simple pieces of equipment to take back to their classrooms, were taught how to prepare appropriate charts and models, and conducted experiments unfamiliar to them that could be used in their classrooms. The groups studied the science program for the elementary schools, its purposes, objectives, specific concepts and their sequential development. The needs, in terms of equipment and supplies, were surveyed and procedures for requesting, maintaining and utilizing materials were emphasized.

Dr. Arnold Fleshood, Dean of the School of Education at Richmond Professional Institute assisted both groups as a consultant. He discussed the purposes and procedures involved in evaluation of the science program.

Mathematics

There were four groups that met during the year, two groups for elementary school teachers and two groups for secondary school teachers. The primary purposes were to assist all mathematics and elementary school teachers with a city-wide evaluation of the mathematics program in the Richmond schools, and to strengthen new concepts and techniques in the modern mathematics.

The content in the elementary teacher groups was based on the book _Mathematics for Elementary School Teachers_ and the accompanying ten films produced by the National Council of Teachers of Mathematics. The secondary school mathematics teachers concentrated on the _Mathematics Evaluation Criteria_ prepared by the National Study of Secondary School Evaluation Group. These groups were divided into sub-committees of three to six members for writing course outlines for junior and senior high school mathematics courses. These small inter-racial groups provided opportunities for inter-personal inter-action of an intensive nature.

Instructors for these mathematics groups were as follows:

Mr. Lucien Hall
Mathematics Coordinator
Richmond Public Schools

Mrs. Rozeal Diamond
Mathematics Coordinator
Richmond Public Schools

Mr. Hiram Peterson
Mathematics Coordinator
Richmond Public Schools

Mrs. Doris Turner
Mathematics Coordinator
Richmond Public Schools

The following outside consultants contributed to the effectiveness of this program:

Dr. William Lowry, Head
Department of Mathematics
University of Virginia
"Evaluation of the Mathematics Program"

Mrs. Isabelle Rucker
Supervisor of Mathematics
Virginia State Department of Education
"College Entrance Examination Board Report on Mathematics"

Dr. Earle Lomon
Professor of Mathematics
Massachusetts Institute of Technology
"Cambridge Report on Mathematics"

Dr. Lola June May
Mathematics Consultant
Winnetka, Illinois Public Schools
"Mathematics Can Be Fun"

Dr. Phillip Phenix
Professor of Mathematics
Columbia University
"The Teaching of Values Through The School Curriculum"

Mrs. Josephine Magnifico
Professor of Mathematics
Longwood College
"Geometry Necessary in the Elementary Mathematics Program"

Dr. Robert Marks
Director of Instruction
Henrico County Public Schools
"Areas Needing Improvement in the Elementary Mathematics Program"

Reading Consultants and Supervisors

The general purposes of this group were as follows:

1. To make a study of the reading programs in the Richmond Public Schools and in some other comparable cities throughout the country.

2. To make recommendations for improving the reading program in our schools.

This group, which was composed of reading specialists in our schools, met twice each month. The instructors for this group were:

Mrs. Ruth Lewis
Language Arts Supervisor
Richmond Public Schools

Mrs. Bersenia Hill
Remedial Reading Supervisor
Richmond Public Schools

Dr. Goldie F. Nicholas
Professor of Education
Director of Reading Clinic
Virginia State College

The first semester was devoted to a systematic analysis of reading programs in our city schools. Textbooks, supplementary books and other reading materials were surveyed and evaluated. Language Arts and Reading Guide were reviewed with the intent of indicating areas needing revision.

The second semester was devoted primarily to observations of reading programs in comparable cities throughout the country. Reports were made to the total group on programs of interests and possible value to the Richmond Public Schools.

The entire class observed reading programs in Newport News, Virginia; Chesapeake, Virginia; Washington, D. C.; and Baltimore, Maryland. Individual and small groups observed in Miami and Melbourne, Florida; Cleveland, Ohio; Detroit, Michigan; New York City;

Wilmington, Delaware; New Haven, Connecticut; Winston-Salem, North Carolina; Atlanta, Georgia; Philadelphia, Pennsylvania; Nashville, Tennessee; St. Louis, Missouri; and Seattle, Washington.

Each of the observation reports contained information on programs and procedures in schools or reading clinics that was valuable to the group as they began to formulate recommendations for Richmond. A copy of their recommendations is attached to this report in Appendix (B).

Development of Future Leaders

The purpose of this class was to develop future leaders for supervisory and administrative positions in the Richmond Public Schools. Efforts were made to develop administrative theory as a basis for administrative practices with particular emphasis on leadership in a desegregated school system.

The following topics were discussed:

1. The Theory of Administrative Leadership as it Relates to School Desegregation--Dr. James T. Guines, Administrative Assistant to the Superintendent, Consultant.
2. Organizing Pupil Personnel Services--Mr. George McClary, Director, Pupil Personnel Services, Consultant.
3. Organization of a School System for Self-Study and Evaluation--Mr. Ernest Mooney, Director of Instruction, Consultant.
4. The Role of Central Administration in Self-Study and Evaluation--Mr. Lucien D. Adams, Assistant Superintendent, Consultant.
5. Leadership Role of the School Principal in Regard to Self-Study and Evaluation--Dr. Clarence P. Ely, Principal, Mary Munford School, Consultant.
6. The Role of Regional Educational Laboratories in School Improvement--Mr. Nathaniel Lee, Assistant Director of Instruction, Consultant.
7. The Theory of Educational Leadership as it Relates to the Improvement of Instruction--Dr. Arnold P. Fleshood, Professor of Education, RPI, Consultant.
8. Opportunities in Vocational and Technical Education--Mr. Harley Affeldt, Director of Technical Education, Consultant.
9. The Role of Business Management in School Administration--Dr. Thomas C. Little, Assistant Superintendent, Consultant.
10. The Development of and Administration of School Personnel Services--Dr. Francis Sisson, Assistant Superintendent, Consultant.

11. Financial Planning and Administration in Research and Development--Dr. Byron B. Nelson, Director of Finance and Dr. James W. Tyler, Director of Research and Development, Consultants.

12. Central Administration Plans for Faculty and Pupil Desegregation--H. I. Willett, Superintendent, Consultant.

The spring class of Development of Future Leaders, taught by Dr. James T. Guines, was involved in an in-depth study of current theories of educational leadership and their application to the problems of change in the Richmond schools. The participants were selected by the central administration and principals on the basis of demonstrated potential leadership abilities. Each of the participants was assigned to a selected administrator or supervisor for a one-week internship experience during the month of May. Substitute teachers were employed for those teachers at that time.

Leadership for Newly Appointed Administrative and Supervisory Personnel

The primary purpose of this class was to provide experiences for the participants that would assist them to be successful in their new positions. Class sessions were usually unstructured, however, emphasis was placed on administrative procedures and policies of the Richmond Public Schools as they apply to persons in leadership positions.

This group met once each month for two hours. Dr. Francis Sisson, Assistant Superintendent in charge of Personnel, was the instructor for this class.

Some topics discussed included:

1. The role of general supervisors in the Richmond Public Schools.
2. The relationship between supervisors and principals.
3. Where do you go for what you need?
4. The importance of good human relations with children, parents, and teachers. Discussions of problems.
5. Discussion concerning the financial operation of the Richmond schools. Requisition procedures and record keeping were stressed.
6. Supportive services to the instructional program were presented and procedures for securing these services discussed.
7. The Business Procedures Mannual and the School Board Rules and Regulations were thoroughly studied.

Participants presented problems or cited experiences at each session that was of particular concern to an individual or was thoughtto have value to the entire group. Suggested procedures for seeking adequate solutions to problems emerged through group discussions of alternatives and possible consequences. The responsibility of supervisory and administrative personnel to the central administration was stressed and examples presented for fulfilling this responsibility. Emphasis was placed on their role as change agents in assisting teachers to make satisfactory adjustments to a changing school population.

Leadership for Assistant Principals

The purpose of this class was to provide assistance to the participants that would help to identify, and solve problems that may or may not be incident to desegregation in the schools. Efforts were made to keep the procedures and content unstructured in order to concentrate on problems of immediate concern to the participants.

This group met two hours once each month. Mr. Ernest Mooney, Director of Instruction and a former assistant principal, was the instructor of this leadership group.

Some topics that were discussed are as follows:

1. The present roles of assistant principals in our schools.
2. Procedures for solving what appears to be problems of a racial nature among students.
3. Some normal behavioral characteristics of students of different ethnic groups.
4. What is a positive concept of discipline?
5. What are some techniques for promoting racial understanding among students, parents, and teachers?
6. The most effective utilization of the assistant principal--assigned responsibilities and authority.

Time was devoted at each meeting to discuss problems presented by members of the group. Group dynamics techniques were employed in seeking solutions to these problems. Role playing and evaluation provided sensitivity experiences to help the participants improve their effectiveness in problem solving techniques.

LEADERSHIP CONFERENCES

A. Central Administration Personnel

The first leadership conference was held on November 18 and 19, 1966 at the John Marshall Hotel.

November 18 - Monroe Room, John Marshall Hotel

3:00 - 5:30 P.M.	- First Session
6:00 P.M.	- Dinner
7:00 - 9:00 P.M.	- Second Session

November 19 - Chateau Room, John Marshall Hotel

9:00 - 11:30 A.M.	- Third Session
12:00 Noon	- Lunch
1:00 P.M. - Adjournment	- Fourth Session

Personnel in attendance both days were:

The Superintendent
Two Assistants to the Superintendent
Three Assistant Superintendents
One Elementary School Principal
One Secondary School Principal
Twelve Directors of Departments

The consultant for this conference was Dr. Allen Wetter, former Superintendent of Schools in Philadelphia.

The purposes of the conference were as follows:

1. To take a penetrative and objective look at our administrative and supervisory structure.
2. To examine the program and determine what needs improvement.
3. To determine how changes can be made in a more orderly manner.
4. To define jobs and responsibilities.

Each department head described the organizational structure and function of his department. Problems were presented by the superintendent and his immediate staff that were concerned with supervision of instruction, desegregation of staff, communications within the school system and between the school system and the public, recruiting personnel and other areas.

Dr. Wetter presented suggested solutions to many of our problems. However, he was generally complimentary of the structure and operation of our school system and of our progress in desegregation.

B. Instructional and Vocational Supervisors

The second leadership conference was held January 13 and 14, 1967 at the Downtowner Motel.

January 13 - Downtowner Motel

3:30 - 5:30 P.M.	- Introductions - Organizational and operational overview of the different services by the supervisors. - Reactions, if time permits, by Mr. Affeldt, Mr. Kopko, Mr. Mooney.
6:00 P.M.	- Dinner.
7:00 - 9:00 P.M.	- Presentations by the two consultants. - Open discussion.

January 14 - Downtowner Motel

9:00 - 11:30 A.M.	- Problem time. Those items you have submitted will be distributed and we will be in four groups, with the consultants circulating among them.
12:00 Noon	- Lunch.
1:00 - 2:00 P.M.	- Recapitulations, recommendations, and anything else they wish to say by the consultants. The closing time is flexible.

Personnel in attendance were:

Five General Elementary Supervisors
Supervisor of Music
Supervisor of Art
Supervisor of Physical Education
Supervisor of Language Arts
Supervisor of Remedial Reading
Supervisor of Social Science and Economics

Supervisor of Adult Education
Supervisor of Industrial Arts
Supervisor of Vocational and Technical Education
Supervisor of Adult Basic Education
Supervisor of Apprentice Training

Supervisor of Summer School
Supervisor of Audio-Visual Services
Supervisor of Home Economics
Supervisor of Distributive Education
Supervisor of Library Services
Supervisor of Special Education
Supervisor of Early Childhood Education
Supervisor of Community Action Programs

Director of Instruction
Assistant Director of Instruction

The consultants for this conference were Mr. William Maxwell, Associate Director of the Learning Institute of North Carolina and Dr. Rufus Beamer, Head of the Department of Vocational Education at Virginia Polytechnic Institute.

The basic purpose was to help us look at ourselves according to four questions being used in the elementary schools. I think they have merit, and they come from the self-evaluation guide prepared by the Souther Association:

1. What is desirable? We should know what the best in supervision is from our study of the literature and our contacts with other school divisions.

2. What do we have now? We should be able to describe our present situation objectively and with candor. Our honesty should show.

3. What is being done to improve? That means right now. What are we currently doing to close the gap between number 1 and number 2?

4. What additional plans should be made to improve? These are the long-term plans and visions that will help us become the best instructional supervisory group in the nation. I like to think that shouldn't b too hard, but we can all improve somewhere.

Each supervisor described the organizational structure and mode of operations in three to five minute presentations for the benefit of our consultants and other members of the conference. Our consultants gave formal presentations Friday night; we discussed problems Saturday morning and received recommendations from the consultants Saturday afternoon.

Mr. Maxwell and Dr. Beamer recommended a careful study of the structure of the supervisory services. Mr. Maxwell stated that "You seem to have an efficient system, however, it is not the result of your structure. It is a function of the good will that you have. Structure plus good will would take you farther or faster or both."

C. Pupil Personnel Services

The third leadership conference was held April 21 and 22, 1967 at the Sheraton Motor Inn. Personnel in attendance both days were:

Mrs. Grace M. Pleasants, Supervisor of Guidance
Mrs. Mary S. Jones, Coordinator of Group Testing
Mrs. D. Jean Rula, Supervisor of Vocational Rehabilitation
Mr. Frederick B. Smith, Acting Supervisor of Guidance
Miss Florine N. Thomason, Supervisor of Nurses
Dr. Rudolph F. Wagner, Chief Psychologist
Mr. Toy F. Watson, Coordinator of Visiting Teachers
Mr. George O. McClary, Director of Pupil Personnel Services
Mrs. Page S. Tennis, Guidance Department
Mr. Joseph J. Russell, Visiting Teacher
Mrs. Margaret W. Hudson, Supervisor of Special Education
Mrs. Fredie P. Cooper, Principal
Mr. Clayton H. Rechenbach, Principal
Mrs. Louise C. Toney, Medical Department
Mrs. Florence Z. Segal, Supervisor of School-Community Coordination

The consultants for this conference were Dr. W. Leslie Bobbit, Assistant Superintendent for Special Educational Services, Charlotte, North Carolina, Dr. Gordon Ellis, Director of Student Personnel Services, Phoenix Union High School System, Phoenix, Arizona, and

Dr. Gordon P. Liddle, General Director of the Interprofessional Research Commission on Pupil Personnel Services, University of Maryland.

Dr. Bobbit described the clinic set-up used in Charlotte, North Carolina. A team approach, using a psychologist, caseworkers, reading and speech therapist is used in solving pupil personnel problems. Their school Social Work Department offers casework services to children and counsels parents and school personnel when desirable.

Dr. Ellis pointed out the importance of coordination between the Department of Instruction and Pupil Personnel Services. He described the efforts in Phoenix which include regular meetings of the Director of Pupil Personnel Services with the principals in charge of curriculum. The "rotating counselor" plan in use was discussed as an effective means of counselors becoming better acquainted with students.

Dr. Liddle emphasized the importance of decentralizing Pupil Personnel Services. He described a project that is under way to see how effective it is to send one person to a school that would be trained in many roles needed by the school, i.e. psychologist, nurse, social worker, counselor, etc. Securing such a person for a school could be done through in-service training of all members of the Pupil Personnel Department together so that there will be an exchange of ideas and each will learn the language and working procedures of the other.

RICHMOND PUBLIC SCHOOLS
Pupil Personnel Services

TO: Conference Participants

FROM: George O. McClary

SUBJECT: In-Service Activity for Pupil Personnel Services Related to Self-Study

DATE: March 9, 1967

The following is information regarding the week-end, in-service activity for Pupil Personnel Services and the projected plan for self-study for the remainder of this school year:

PLACE AND TIME OF MEETING

Sheraton Motor Inn, Franklin and Belvidere Streets (Monroe Room)

Friday, April 21	3:00 PM to 9:00 PM
Saturday, April 22	9:00 AM to 3:00 PM

OFFICIAL PARTICIPANTS

Pupil Personnel Services:

Central Office Supervisory Staff -

1. Mrs. Grace Pleasants, Supervisor of Guidance
2. Mrs. Mary S. Jones, Coordinator of Group Testing
3. Mrs. D. Jean Rula, Supervisor of Vocational Rehabilitation
4. Mrs. Florence Z. Segal, Supervisor of School-Community Coordination
5. Dr. Jane Shumway, Medical Director
6. Frederick B. Smith, Acting Supervisor of Guidance
7. Miss Florine N. Thomason, Supervisor of Nurses
8. Dr. Rudolph F. Wagner, Chief Psychologist
9. Toy F. Watson, Coordinator of Visiting Teachers
10. George O. McClary, Director of Pupil Personnel Services

Other Supervisory and Special Staff -

11. Mrs. Page S. Tennis, Guidance Department Head, George Wythe High School
12. Joseph J. Russell, Visiting Teacher (Chimborazo Elementary and East End Junior High Schools)

Curriculum Services:

Central Office Supervisory Staff -

13. Mrs. Margaret W. Hudson, Supervisor of Special Education

Administration of Schools:

14. Mrs. Fredie P. Cooper, Principal, Fairfield Court Elementary School
15. Clayton H. Rechenbach, Principal, Albert H. Hill Junior High School

CONSULTANTS

Friday and Saturday:	Dr. W. Leslie Bobbitt, Assistant Superintendent, Special Educational Services Charlotte-Mecklenburg Schools Charlotte, North Carolina
Saturday:	Dr. Gordon Ellis, Director Student Personnel Services Phoenix Union High School System Phoenix, Arizona
	Dr. Gordon P. Liddle, General Director Interprofessional Research Commission on Pupil Personnel Services University of Maryland College Park, Maryland

PLAN FOR ACTION

1. Each department in Pupil Personnel Services is currently in the process of preparing a report of this year's activities in self-study. These reports will reflect an appraisal of strengths, weaknesses, and recommendations, together with descriptive information and various materials developed or used within the department.

2. These materials will be assembled in the Director's office and furnished to each conference consultant and participant from the Richmond Public Schools at least two weeks in advance of April 21.

3. A general guide for the time of discussion will be prepared to cover such areas as:

Organization, Personnel, Philosophy, Record-Keeping, Communication, Supervision, Leadership, Coordination and Community Interaction, Program - Roles and Procedures, Facilities, Forms

4. The report of strengths, weaknesses, and recommendations by each department will be rewritten in the form of a final report by June 1 to answer the following questions:

a. What is desirable?
b. What strengths and needs exist within the department?
c. What is being done to improve?
d. What additional plans (short-range and long-range) should be made to improve?

D. Supportive Services Personnel

The final leadership conference was held on June 16 and 17, 1967 at the new Clark Springs Elementary School.

June 16 - Library

3:00 - 3:15 P.M.	- Opening Remarks	- Dr. Little
3:15 - 4:15 P.M.	- School Data Services	- Mr. Schneider
4:15 - 5:15 P.M.	- School Finance	- Dr. Nelson
5:15 - 6:15 P.M.	- School Plant Planning	- Mr. Wilder
6:15 - 8:00 P.M.	- Dinner and Building Tour	
8:00 - 9:00 P.M.	- Buildings and Grounds	- Mr. Kennedy

June 17

9:00 - 10:00 A.M.	- Cafeteria	- Miss Fitzhugh
10:00 - 11:00 A.M.	- Special Services	- Mr. Sandridge
11:00 - 12:00 A.M.	- Summary	- Dr. Whitlock
12:00 Noon	- Lunch	
1:00 - 2:00 P.M.	- Evaluation	- Dr. Jackson

Personnel in attendance both days were:

The Superintendent
Three Assistant Superintendents
Two Administrative Assistants to the Superintendent
Director of Instruction
Director of Pupil Personnel
Director of Vocational and Technical Education
Director of Human Development
Director of Math-Science Center
One Elementary School Principal
One Junior High School Principal
One Senior High School Principal
Director of Cafeterias
Assistant Director of Cafeterias
Supervisor of Transportation
Supervisor of Purchasing
Director of Buildings and Grounds
Assistant Director of Buildings and Grounds
Director of School Data Services
Assistant Director of School Data Services
Director of Finance
Assistant Director of Finance
Director of School Plant Planning
Project Director

The consultants for this conference were:

Dr. James W. Whitlock
Associate Director
Division of Surveys and Field Services
George Peabody College for Teachers

Dr. Thomas Jackson
Professor of Education
Director of M.D.T.A. Programs
Florida A. and M. University

The basic purpose of this culminating leadership conference was to review and evaluate the progress of the various departments during the year of system-wide self study. Directors of each department presented reports which concerned reactions to four questions:

1. What is desirable?
2. What is the present status?
3. What is being done to improve?
4. What additional plans should be made for the future?

Dr. Whitlock made an extensive analysis of the selected aspects of the Finance Department during the school year. Areas covered included ability and effort, adequacy of financial support, allocation of funds among functions, and management of school funds. Dr. Jackson generally praised the operation of supportive services in our school system and offered his suggestions for further improvement in each of the departments.

EVALUATION

Procedure

It was realized at the initiation of this project that the objectives of the program did not lend themselves to quantitative measure. With that factor in mind, procedures were structured that would be subjective in nature.

Three approaches to obtaining judgements were made:

1. Opinions of the instructors
2. Opinions of building principals
3. Opinions of the participants

The instructors were requested to submit evaluations of their classes in terms of the specific objectives that were presented to the project director. Suggestions were also requested for the improvement of future programs. A copy of the instrument designed to get these opinions is attached to this report in Appendix (C).

For this report, only a summarization of information received is presented. All data from which this report is written are on file in the office of the Assistant Director of Instruction of the Richmond Public Schools.

Responses from Instructors

A memorandum was sent to each of the instructors which read in part:

> Your brief reactions to the following questions are needed to assist in formulating an evaluation report of our in-service program:
>
> 1. What are the objectives of your course?

2. To what extent have the objectives been accomplished?

3. What suggestions do you have for improving future programs?

The consensus of the instructors was that the general purposes of the program were successfully achieved. It was inferred in most responses that the inter-racial classroom experience, which for many participants was their first, made a positive contribution to the improvement of relationships between co-workers of different racial groups. It appears that all of the specific objectives were not attainable within the time limitations of the project due to efforts to promote maximum participation of all members in group interaction through class discussions. It was felt that this process contributed to the purposes of the over-all project and the instructional staff is to be commended for their ability to guide the participants through this group involvement process.

The suggestions for future In-Service Programs tended toward three major concerns. It was felt that the instructors should be appointed far enough in advance for more adequate planning. The reason for this not being done on this project was understood by the instructor, Namely, the date of approval for the project. Many instructors indicated a need for the availibility of books and materials at an earlier time in the program. It was the consensus of the instructors in the speech courses that the speech classes should be maintained through two semesters, with one semester being devoted to speech patterns and speech deviates and the other semester devoted to public speaking.

Responses from Principals

The purpose of the Opinionnaire for Principals was to find out if there were any noticeable changes in teachers behavior as a possible result of the in-service activities and to discover the felt needs of principals for future programs. A copy of the instrument designed to get these opinions is attached to this report in Appendix (D).

Out of 57 potential responses, 34 or 59 percent were received. The 34 respondents represented 21 elementary schools, 6 junior high schools, 3 senior high schools, 2 combination elementary and junior high schools, and 2 special education schools.

Principals were asked to indicate their opinion concerning (1) the extent that in-service training activities have improved the teaching abilities of participating teachers, (2) the extent that in-service activities have broadened concepts and understandings of participating teachers concerning co-workers of different ethnic groups, (3) the most critical instructional needs in our school system, and (4) the most critical instructional need in their school.

Of the 34 responses received 23, or 68 percent, indicated that the in-service training activities improved the teaching abilities of participating teachers to a moderate extent. Eight of the principals indicated to a great extent, and three indicated to no noticeable extent. The majority of examples cited by principals that helped form their opinions were concerned with noticeable increased competence on the part of teachers in various content areas, and an improved professional attitude toward teaching in general. One of the principals indicated that one of his teachers was involved in the communication class which he felt did not improve her teaching ability.

Nineteen principals, or 56 percent of those responding, felt that the in-service activities had broadened concepts and understandings of participating teachers concerning co-workers of different ethnic groups to a moderate extent. Ten responses, or 29 percent, indicated to a great extent, and five, or 15 percent, indicated to no noticeable extent.

The responses indicating to no noticeable extent were received from five principals that were not experiencing any faculty integration. This prohibited the respondents from observing any changes in behavior regarding co-workers of different ethnic groups. The majority of examples that were cited to substantiate the opinions emphasized the increased amount of communication and professional discussion that has occurred between different ethnic groups.

Responses concerning the most critical instructional needs in our school system tended to be grouped into six general areas. Better coordination of the instructional programs K-12 was indicated by twelve principals, or 35 percent. Seven, or 20 percent, indicated a need for increased supervisory and consultant services. Five, or 15 percent, indicated a need for classes in methods of meeting the needs of all children. More programs for exceptional children were indicated by four, or 12 percent, of the responses. Classes in human growth and development, and classes in human relations each were indicated by three principals, or 9 percent, of the responses.

Responses concerning the most critical instructional needs in individual schools were also grouped into six general areas.

Additional non-instructional personnel were indicated by ten, or 29 percent, of the 34 respondents. Classes in meeting the needs of all children were mentioned by eight, or 23 percent. Workshops in human relations were indicated by seven, or 20 percent. Five, or 15 percent, desired classes in research techniques. Classes in Audio-Visual Aids were indicated by three, or 9 percent. One principal, or 3 percent, felt a need for classes to develop leadership ability.

These findings seem to indicate that the majority of principals feel the in-service activities have improved the teaching ability of participating teachers to a moderate extent. Opinions varied to the extent that principals were able to observe teachers functioning in areas where they were being trained.

The increased desegregation of faculty members in our schools provided an opportunity for most principals to observe changes in behavior regarding people of other races that may have been related to experiences in in-service classes. Five principals indicated to no noticeable extent due to their segregated faculties. We hope this situation will be changed next school year.

Our school system is presently involved in a program of self-study leading to accreditation by the Southern Association of Schools and Colleges. The greatest need for the school system, as reported by the principals, seems to reflect a result of the process of studying our total program--the need for better coordination of the instructional program K-12.

Approximately 115 teacher aides are now employed in our school system. Where they have been used, the value of their services has been proclaimed in assisting teachers to improve the instructional program. The majority of responses for the most critical individual school instructional need was for additional non-instructional personnel. Five of the ten responses indicating the need do not have teacher aides primarily because of the location of their schools and the restrictions placed on the use of most of our aides by the provisions in the 89-10 bill. Other areas mentioned reflect some needs that are known and peculiar to individual schools.

Responses from Participants

At the conclusion of class sessions, each participant was given an opinionnaire with an attached envelope addressed to the Project Director. The purpose of the opinionnaire was to ascertain the opinions of the participants as to (1) the extent the in-service training experience improved their teaching abilities, (2) the extent that in-service activities have broadened concepts and understandings of teachers concerning co-workers of different ethnic groups, (3) the most critical instructional needs in our school system, and (4) the most critical instructional need in their school. A copy of the instrument designed to secure these opinions is attached to this report in Appendix (E).

The participants were instructed to complete the opinionnaire without consultation and mail it directly to the Project Director. The only identifying data on the opinionnaire is in Item I: the participant's teaching assignment and the in-service course in which the participant was enrolled.

In the following summarizations of the opinionnaires, the participants' reactions have been grouped according to in-service courses. Of the 736 participants, 454 or 61 percent, completed the opinionnaire and returned it to the Project Director.

Communication Workshops

Of the 62 participants in the communications workshops 36, or 58 percent, responded to the opinionnaire. Sixteen, or 44 percent of the respondents indicated that the experience in these workshops improved their teaching ability to a moderate extent, and twenty-two or 61 percent indicated that it had broadened their concepts and understandings of co-workers of different ethnic groups to a great extent.

Responses concerning the most critical instructional needs in our school system tended to cluster around four major areas: increased use of teacher aides to free teachers of non-teaching duties, increased supervisory and consultant services for teachers, smaller pupil-teacher ratio and adequate physical facilities, and increased provisions for the slow learner and accelerated pupil. Some of the in-service programs suggested were: a program for teacher aides, a class emphasizing the psychology of teaching exceptional children, more activities that present new techniques and concepts in each of the curriculum areas, and workshops for principals.

Responses concerning the most critical instructional school-wide needs tended to indicate the same concerns as those for city-wide needs. Some responses such as the following, reflected the peculiar problems in individual schools: classes are too large, stronger leadership role by school administrator, better human relations, improved supervision of teachers.

The consensus of responses indicated a desire for school-wide in-service programs on identified problems in each school. It was indicated that many of the instructional needs cited would require central administration action to fulfill.

Speech

Of the 81 participants in the speech classes forty, or 49 percent, responded to the questionnaire. Twenty, or 50 percent of the respondents indicated that these classes improved their teaching ability to a great extent. Sixteen, or 40 percent, indicated to a moderate extent and four, or 10 percent, to no noticeable extent.

Responding to the extent that this experience had broadened their self-concepts and understandings of co-workers of different ethnic groups, eight, or 20 percent, indicated to a great extent, eighteen, or 60 percent to a moderate extent, and eight, or 20 percent to no noticeable extent.

Some of the responses concerning the most critical instructional city-wide needs are as follows:

1. Courses in speech for primary grade teachers
2. Establish a speech laboratory
3. More speech teachers

There was a consensus of opinion that in-service speech courses should be continued on a city-wide basis. The respondents seem to feel that future courses should emphasize more instruction in methodology and use of materials for children, and provide more time for personal improvement.

Other city-wide in-service activities suggested were:

1. Classes to emphasize sequential development of the reading process.
2. Demonstrations using new aides and techniques in various curriculum areas.

In-service activities indicated as needed on the school-wide basis are as follows:

1. Audio-Visual workshop
2. Emphasis on oral language development
3. Classes using linguistics approach in all areas of language arts

Social Science

Of the 132 participants in the social science classes 68, or 52 percent, completed the opinionnaires and returned them to the Project Director.

The responses to the extent that these classes improved the teaching ability of the participants was as follows: twenty-eight, or 41 percent, indicated to a great extent, thirty-two, or 47 percent, indicated to a moderate extent, and eight, or 12 percent, indicated to no noticeable extent.

The extent to which this experience had broadened their self-concepts and understandings of co-workers of different ethnic groups received the following responses: thirty, or 44 percent, indicated to a great extent, twenty-eight, or 41 percent, indicated to a moderate extent, and ten, or 15 percent, indicated to no noticeable extend. Five of the participants that indicated no noticeable extent stated, in effect, that their concepts and understanding of co-workers of different ethnic groups were sufficiently broad before this in-service experience.

Some of the responses concerning the most critical city-wide instructional needs that have not been previously stated are as follows:

1. More integration among the instructional staff
2. More emphasis should be placed on the contributions of minority groups.
3. Better treatment of minority groups in textbooks selected
4. Workshops in methods of teaching social sciences
5. Geography workshop

There was a consensus in responses to continue city-wide social science classes. Classes in Negro History and other such courses were suggested to be offered which would emphasize the role of minority groups in the development of the United States.

Reading Improvement

Of the 178 participants in the Reading Improvement classes 108, or 61 percent, returned the opinionnaires. Twenty-four, or 22 percent of the respondents indicated that these classes improved their teaching ability to a great extent. Fifty-two, or 48 percent, indicated to a moderate extent and thirty-two, or 30 percent indicated to no noticeable extent. Twelve of the respondents who indicated to no noticeable extent stated in some form their dislike for the concern during the first semester on the language arts program and the evaluation emphasis. This procedure was followed to assist participants with the self-study phase of evaluation by the Southern Association of Colleges and Schools. Thirty-two, or 30 percent of the participants indicated that this in-service experience had broadened their self-concepts and understandings of co-workers of different ethnic groups to a great extent. Sixty-four, or 59 percent, indicated to a moderate extent, and twelve, or 11 percent, indicated to no noticeable extent.

Some of the responses concerning the most critical city-wide instructional needs are as follows:

1. Remedial reading teachers in each school
2. Special reading consultants to work with slow children and to be available to assist teachers with the newest techniques in reading.
3. Lack of sufficient supplementary reading material
4. A course in phonics for kindergarten and first grade teachers.

There was a concensus that city-wide in-service classes and activities should be continued in areas needed. Some of the classes suggested are as follows:

1. Reading, with emphasis on phonics

2. Activities to inform teachers about new innovations

3. Training program for all new teachers

4. Provision for exchange of teacher ideas and experiences.

Responses concerning the most critical school-wide instructional needs included those identified as city-wide needs.

Science

Of the 37 participants in the science classes, 24, or 65 percent, returned the opinionnaire.

Eleven, or 45 percent of the respondents indicated that these classes improved their teaching abilities to a great extent. Twelve, or 50 percent, indicated to a moderate extent and one, or 5 percent, indicated to no noticeable extent. Replies concerning the extent these classes had broadened their self-concepts and understandings of co-workers of different ethnic groups were as follows: seven, or 30 percent, indicated to a great extent, fourteen, or 60 percent, indicated to a moderate extent, and two, or 10 percent, indicated to no noticeable extent.

Responses concerning the most critical instructional city-wide needs reflected a concern for better coordination of the total instructional program.

In-service workshops in science were recommended to continue on a city-wide basis for more teachers in the elementary school Workshops on the school-wide level were mentioned to assist teachers in the selection and utilization of scientific equipment and supplies.

Mathematics

Of the 167 participants in the mathematics classes, 124, or 74 percent, returned the opinionnaires.

Fifty-six, or 45 percent of the respondents indicated that these classes improved their teaching ability to a great extent. Sixty, or 48 percent, indicated to a moderate extent, and seven, or 6 percent, indicated to no noticeable extent. Responses concerning the extent these classes had broadened their self-concepts and understandings of co-workers of different ethnic groups were as follows: twenty-two, or 26 percent, indicated to a great extent, sixty-two, or 50 percent, indicated to a moderate extent, and thirty, or 24 percent, indicated to no noticeable extent.

Responses concerning the most critical instructional city-wide needs are as follows:

1. Techniques for teaching math, including methods of involving students.
2. Textbooks that students can read without a translation by the teacher.
3. Techniques in motivating the slow learner.
4. Emphasis on the new mathematical language.
5. City-wide course of study for 10th grade math.

City-wide in-service activities suggested include:

1. Classes on the motivation of the slow learner.
2. Classes where demonstrations with children are given.
3. Classes with a greater emphasis on method, less on subject matter content.
4. Workshops with outstanding consultants involving smaller groups of teachers.

Development of Future Leaders

Of the 71 participants in this leadership class 54, or 76 percent, returned the opinionnaire to the Project Director.

Forty-five, or 83 percent of the participants responding indicated that this class improved their teaching ability to a moderate extent. Nine, or 17 percent, indicated to a great extent, and none indicated to no noticeable extent. In reply to the extent this experience had broadened their self-concepts and understandings of co-workers of different ethnic groups, eighteen, or 33 percent, indicated to a great extent, thirty-six, or 67 percent, indicated to a moderate extent, and none indicated to no noticeable extent.

Responses concerning the most critical instructional city-wide needs included the following:

1. A program for the very slow student that does not progress in any of the programs now offered.
2. Time to plan and prepare materials in school.
3. Specially trained personnel and/or full time teachers in music, art, and physical education.
4. The effective integration of language arts instruction.
5. Provisions for greater flexibility in daily class schedules.

City-wide in-service activities designed to fulfill the mentioned needs were suggested. It was realized by the respondents that some suggestions involved administrative decisions rather than in-service activities.

Conclusions

The opinions expressed by the instructors, principals, and teachers indicate that the general purposes and specific objectives of the program were effectively accomplished. Some evidence was discovered of such concomitant results as increased morale among the teaching staff, a broadened understanding of the total school program, and an increased efficiency in the instructional program.

Recommendations

1. In-service training programs should be continued on a city-wide basis. However, more teachers should be involved in the initial planning of these programs.

2. More in-service programs should be provided on the school level based on identified needs of a particular school.

3. Instructors should be appointed far enough in advance for more detailed planning and securing of materials.

4. College credit should be offered in more classes. Arrangements should be made with all neighboring colleges and universities so that participants can receive graduate credit from these colleges.

5. The speech classes should be maintained through two semesters with one being devoted to speech patterns and speech deviates, and the other devoted to public speaking. This course should provide more laboratory experiences concerned with recognizing and improving substandard speech patterns.

APPENDIX A

INFORMATION TO PARTICIPANTS

THE RICHMOND PUBLIC SCHOOLS

TO: All Professional Staff Members

FROM: Nathaniel Lee, Assistant Director of Instruction

SUBJECT: In-Service Training Program

DATE: August 30, 1966

The in-service training program for professional staff members of the Richmond Public Schools is being extended during the 1966-67 school year. The continuation and expansion of this program has been made possible by the renewal of a grant from the United States Office of Education and from funds made available to finance areas not covered in the grant.

Objectives:

(1) To improve the educational programs offered to all children in the Richmond Public Schools.

(2) To assist staff members in broadening their self-concepts in relation to co-workers, various sub-cultures, and the total milieu in which they teach.

Areas of Work:

1. Communications
2. Development of Future Leaders (for teachers)
3. Leadership (for Administrative and Supervisory Personnel)
4. Mathematics
5. Reading
6. Science
7. Social Studies
8. Speech
9. Art
10. Music
11. Physical Education
12. Basic Economics

2

Organization:

Groups will operate as learning laboratories. There will be time for applying this newly acquired knowledge to real situations.

One qualified person will be designated as instructor for each group and will work with the participants throughout the program. Outstanding consultants in each area will be available as they are needed.

Each group will meet for two and one-half hours--once each week--for sixteen weeks. Meetings will be held at John Marshall, Maggie Walker, George Wythe, and Thomas Jefferson High Schools.

The possibility of granting college credit will be explored. The major emphasis, however, is to continue assisting our professional staff to grow in effectiveness and knowledge.

Participants:

Professional staff members will be asked to indicate by completing a form attached to this letter if they desire to participate in the program during the 1966-67 school year. Those who want to be included this year will indicate the area of work in which they are interested. Preference will be given to staff members who did not participate in the program last year.

Cost:

Participants will receive a stipend of $2.50 an hour for each hour in class.

If college credit is involved, some financial arrangement will be necessary between the individual and the institution granting the credit.

Description of Courses:

1. Communications - The activities will be set up as a workshop where participants will work together with consultants from communication media to develop and use various means for communicating with the public about the school's programs. A study will be made of procedures through which the public can best be kept informed about the schools, their programs, activities, problems, accomplishments, and needs.

2. Development of Future Leaders - Emphasis in these groups will be directed toward assisting teachers, who are interested in or show potential for possible future administrative or supervisory positions, to understand the organization and administration of the Richmond Public Schools and the contributions made by various supervisors and administrators. Technical skills and human relations skills required for successful operation in a leadership position will be studied.

3. Leadership - These groups will be composed of principals, administrative, and supervisory personnel. The scope, purposes, needs, and problems of the Richmond Public Schools educational program will be studied.

4. Mathematics - Groups will be provided for teachers of pupils in the primary, upper elementary, junior high and senior high grades. Sections for teachers in the elementary school will emphasize a study of appropriate modern methods and materials to develop further the mathematical competence of participants. Specific content in the junior and senior high groups will center around one or more of the following: general mathematics, geometry, or calculus. This specificity will be determined by the needs and desires of the participants.

5. Reading - Emphasis of the study will be on the total reading process and the developing of knowledge and skill in reaching the needs of each child in the classroom. Attention will be given to the effect of environmental background on beginning reading; materials and methods suitable for use with pupils having an impoverished background of experiences; how children learn; procedures for challenging pupils of various abilities and reading levels; methods for identifying and remedying problems which cause retarded readers; and practices that will help boys and girls enjoy independent reading.

6. Science - These groups will study the elementary science program, develop teaching aids, and improve procedures to the end that science will be more meaningful to the boys and girls. Participants will work to gain a broad personal competence in the science content appropriate to the grade level in which they teach.

7. Social Studies - The social studies groups may vary considerably from group to group. Two groups may place emphasis on a study of the social studies content in the elementary school and the improvement of methods and materials to meet the needs of all pupils in the classroom. Other groups may emphasize one of the following disciplines: anthropology, sociology, social psychology, and history. This specificity will depend on the needs and interests of the participants and the availability of qualified instructors.

8. Speech - Some groups will concentrate on assisting participants to become conscious of poor speech patterns with particular attention being given to personal speech improvement, speech problems of pupils will be explored but will be a secondary

point of emphasis. Other groups will place emphasis on discovering and developing materials and methods for working on speech improvement with children in the classrooms.

9. Problems in Art Education - One class in art education will use various criteria for self-evaluation of the art program in Richmond. New methods of art study work in Richmond and aesthetic experiences will be a part of the course. Reading, trips, visual aids, discussions, and enrollment studies will be a part of the classes and will help determine the best art program for the Richmond Public Schools. There will be artists and others from the community to serve as consultants.

10. Music - This group will study music programs in cities of comparable size, examine the course of study for secondary schools for possible revisions, study the elementary offerings and procedure, and recommend ways to train teachers and to use music specialists most effectively. Also included will be suggestions for increasing enrollment in music in the secondary schools, selling the community on the need for music, teaching humanities courses, and examining our philosophy of music.

11. Physical Education - This class will follow the procedure outlined for self-study and explore the most desirable physical education program, look at what we are doing, determine what we are doing to improve, and suggest long range plans for improvement. The class will include elements of child growth and development, physical education problems, some teaching techniques, the area of motivation, self-appraisal, evaluation, and the most effective use of itinerant physical education teachers.

12. Basic Economics - This course is the same educational television offering as last year. Credit may be earned if the participant meets the requirements set by the University of Virginia, Richmond Professional Institute or Virginia State College. Tuition will be paid by the participants, however, they will also be paid at the same rate as those taking other classes.

TIME AND PLACE OF MEETINGS

FALL SEMESTER - 1966-67

CLASS	NO. OF CLASSES	PLACE	TIME	DAY
1. Communications	2 groups	Thomas Jefferson	4:00-6:30	Monday
2. Development of Future Leaders	2 groups (Teachers)	John Marshall	"	Monday
3. Leadership	3 Adm. groups (monthly)	Administration	To be arranged	
4. Mathematics	4 groups	George Wythe	4:00-6:30	Monday
5. Reading	3 groups	John Marshall	"	Tuesday
6. Science	2 groups	Mosby	"	Wednesday
7. Social Studies	3 groups	Maggie Walker	"	Wednesday
8. Speech	4 groups	Maggie Walker	"	Monday
9. Art	1 group	George Wythe	"	Tuesday
10. Music	1 group	George Wythe	"	Tuesday
11. Physical Education	1 group	John Marshall	"	Monday
12. Basic Economics	Beginning September 20 for thirty lessons	ETV	3:30-4:15 (monthly seminars)	Tuesday

All classes in a given area will be held at the same time and at the same school to enable instructors to hold joint meetings if necessary.

Classes will start on September 19, 1966, and will continue for sixteen weeks.

THE RICHMOND PUBLIC SCHOOLS
809 East Marshall Street
Richmond, Virginia

IN-SERVICE

Name____Date__________________

Position______________________School or Department____________________

I. Check the following:

A.____I am interested in participating in the in-service program during the 1966-67 school year.

B.____I will not be able to participate in the in-service program this year.

C.____I participated in the in-service program last year.

II. If you checked "A" above, please fill out the remainder of this questionnaire.

A. Area of Interest: (Please put a "1" before your first choice and a "2" before your second choice.)

______Communications
______Development of Future Leaders
______Leadership
______Mathematics
______Reading
______Science
______Social Studies
______Speech
______Art
______Music
______Physical Education
______Basic Economics

B. Time of year: (check one)

________________Fall Semester ________________Spring Semester

C. College credit: (check one)

_______________I am not interested in college credit for participating in this program.

_______________I am interested in college credit for participation in this program.

_______________I will only be interested in participating in this program if college credit can be arranged.

Please return to the Department of Instruction by Tuesday, September 6.

Persons not scheduled during the Fall semester will be given preference the Spring semester.

THE RICHMOND PUBLIC SCHOOLS
809 East Marshall Street
Richmond, Virginia

TO: All Professional Staff Members

FROM: Nathaniel Lee, Assistant Director of Instruction

SUBJECT: In-service Training Program - Spring Semester

DATE: December 14, 1966

The in-service training program for the Spring semester will include the following areas:

CLASS		NUMBER
Speech		4
Reading (Linguistics Emphasis)		3
Social Studies (Ethnic Relations Emphasis)		3
Mathematics		4
(Analytic Geometry- Jr. and Sr. High)	(2)	
(Elementary)	(2)	
Leadership (Selected participants)		1

Classes that will continue through the Spring semester are as follows:

CLASS	NUMBER
Reading (Supervisors and Consultants)	1
Assistant Principals	1
Newly Appointed Administration and Supervisory Personnel	1
Basic Economics	TV
Administrative Conferences	3

Organization:

All classes will concentrate on areas of the discipline involved.

At this time, it is planned to have all classes meet on the same day each week - Tuesdays. This would provide additional time during the week for faculty and departmental meetings. The only problem that could prevent this arrangement seems to be that of the availability of instructors.

It is anticipated that college credit will be available for Speech, Reading, Social Studies and Mathematics. Classes will begin January 31, 1967 and end May 23, 1967.

Participants:

Staff members will again be asked to complete the form attached to this letter if they desire to participate in our Spring program. Preference will be given to persons who indicated on the Fall semester form a desire to participate in the Spring. These persons must resubmit the attached form in order to verify their continued interest.

Cost:

Participants will receive a stipend of $2.50 an hour for each hour in class.

If college credit is involved, some financial arrangement will be necessary between the individual and the institution granting the credit.

THE RICHMOND PUBLIC SCHOOLS
809 East Marshall Street
Richmond, Virginia

IN-SERVICE SPRING CLASSES 1967

Miss
Mrs.
Name Mr. ________________________________ Social Security No.__________

Position__________________ School or Department________________ Date_________

I. Check the following:

A.___I am interested in participating in the in-service program during the Spring semester.

B.___I will not be able to participate in this in-service program.

II. If you checked "A" above, please fill out the remainder of this questionnaire.

A. Area of Interest: (Please put a "1" before your first choice and a "2" before your second choice.)

_____Communications

_____Leadership

_____Mathematics

_____Reading

_____Social Studies

_____Speech

B. _____4:00 p.m. - 6:30 p.m. _____7:00 p.m. - 9:30 p.m.

C. College credit: (check one)

_____I am not interested in college credit for participating in this program.

_____I am interested in college credit for participating in this program.

PLEASE RETURN TO THE DEPARTMENT OF INSTRUCTION BY THURSDAY, DECEMBER 22.

APPENDIX B

RECOMMENDATIONS FOR READING PROGRAM

RECOMMENDATIONS FOR READING IN
THE RICHMOND PUBLIC SCHOOLS

1. A common basic philosophy and goals of our reading program in Richmond agreed upon, written and supported by all personnel who work with reading in any capacity. This should include a common definition of reading and the major concepts involved in its teaching.

2. A group of teachers, principals, consultants and supervisors be organized to study the present Language Arts program in the schools carefully, honestly and objectively and make recommendations to the Superintendent and curriculum coordinators as to how the present program can be improved.

3. There should be a city wide reemphasis of the teaching of the skills of listening, speaking, reading and writing.

4. There should be a sequentially developed program for teaching the listening, speaking, reading and writing skills throughout the grades from Junior Primary to 12th grade.

5. All schools in our system should make every effort to coordinate the Language Arts program with all subject areas.

6. Holding grades be set up in all schools for children who need additional time or help to learn or become proficient in communicative skills.

7. Retention of a separate and distinct service in the area of remedial reading staffed by reading consultants unattached to a specific school and supervised by a special supervisor.

8. Adequate enlargement of school psychological services to handle referrals, placement and "follow ups".

9. Nonprofessional personnel be employed to relieve teachers of monitorial and clerical duties.

10. Placement of the best, most qualified master teachers at the early levels in order to ensure establishment of a well-planned, sequential approach to the introduction and teaching of reading in the early formative years.

11. Required in-service courses of reading and language arts designed to:
    a. Spend more time on techniques in teaching rather than wordiness.
    b. Help junior and senior high school teachers with reading in the content areas.
    c. Help all teachers learn to teach a sequential method of reading skills.
    d. Help teachers integrate the language arts programs having reading, writing, speaking, listening interrelated.
    e. Help teachers understand what comprises a balanced program in reading.
    f. Help teachers to help pupils think critically.
    g. Be held at the beginning of the school year.
    h. Help principals better understand reading and the current programs in progress.

f. Be on released school time.

12. That a reading clinic or centers be established where:

    a. Qualified reading teachers may help children with problems.
    b. Speech therapist may assist reading teachers.
    c. Diagnostic and remedial reading help be given children.
    d. Gifted children may be helped with enrichment activities.

13. Classes in Junior Primary I and II be limited to 20 or 25 pupils.

14. Screening of children who may be reading failures should be done:

    a. Before entering school
    b. At the end of Junior Primary I
    c. At the end of Junior Primary II
    d. At the end of grade 3
    e. At the end of grade 4
    f. These should include visual, auditory, emotional, psychological behavorial and maturational assessments.
    g. By reading consultants
    h. By psychologists or clinicians

15. Screening procedures should be followed by programs designed to meet the differing needs of the children such as:

    a. Longer readiness periods
    b. Perceptual training where needed
    c. Slower moving programs for slow learners
    d. Enriched activities - trips, films, records to build background experience for disadvantaged children
    e. More emphasis on oral language development with children being given the opportunity to speak often
    f. Programs for the advanced and gifted child
    g. Organizational patterns on structure designed to utilize teacher strengths and time

16. Reading consultants should be assigned to each school or to a group of schools.

17. Teachers should be required to take courses in english and speech where there is poor usage or enunciation in their classrooms. The children must have good models before them.

18. A system of testing be devised and these be given:

    a. In every class each September to determine weaknesses on reading which will be used as a basis for instruction
    b. Each May in every classroom to determine progress made during the year
    c. Which will be used as a basis for instruction

19. That a reading record be devised which will become a part of every child's cumulative folder. It should contain:

   a. What has been read at each level
   b. Test results in reading
   c. Any specific needs seen
   d. Strengths of the child

20. An ungraded system of grouping should be used throughout the first 3 grades and that children should be moved to the differing levels at any time according to their needs.

21. All new teachers should attend regular area group meetings every two weeks for their first year of teaching and every month during the second year.

22. Every new teacher should have a capable teacher assigned to him to whom he can go for help when needed.

23. Schools should consider some organization whereby teachers can plan and work together on grade levels and as a total unit.

24. Reading should be taught to every child every day according to a planned lesson in grades one through six throughout the city and in reading classes of the junior and senior high schools.

25. All schools should decide upon some basal system of teaching reading in their respective schools so that there will be a continuous as well as a sequentially developed program.

26. A reading guide should be given to each teacher to follow. It should contain necessary skills and their order of presentation, thus assuring every child the opportunity of learning the efficient use of the tools of reading which he can then apply to the content areas.

    Guides should also contain guidelines for teachers with suggestions for organizing and implementing an effective program of reading instruction on various grade levels.

    Guides should be concise and avoid overworked cliches.

    Purposes for reading guides should be decided on before they are written. These could state broad goals or they could contain practical techniques and actual procedures.

27. Each school should have a reading chairman who would work with the reading specialists and supervisors for a better coordinated reading program.

28. A unified system of evaluating reading skills should be devised or obtained for Richmond schools.

29. More attention should be given to the development of oral language.

30. The following approaches to the teaching of reading should be adopted:

   a. Inquiry method
   b. Basal Readers
   c. Phonovisual
   d. Linguistic

   e. Many differing approaches if the adopted one is not meeting the need
   f. Experience approach
   g. Language approach
   h. I.T.A. per teacher

31. Class loads should be reduced.

32. Teacher selection should be carefully based on:

   a. Willingness to improve by taking courses, by meetings, etc.
   b. Willingness to work and share and plan with other teachers.
   c. High academic preparation
   d. Knowledge and love of children

33. Certificate renewal for teachers be reduced to five years.

34. Master degrees be required for teachers in a reasonable length of time.

35. A program should be provided for the education of parents of pre-school children covering their role and responsibility in the success of their children in school.

36. All supplementary material which accompany basal readers or basal systems of reading be available for use.

37. There should be the establishment of a clearing house for reporting the initiation of new reading programs or experimentation in various schools as well as submitting progress reports on established approaches that are being carried on.

38. Regional groups of all teachers responsible for reading should meet bi-monthly to evaluate their reading programs and offer suggestions for improvement.

39. There should be closer articulation of the elementary, junior and senior high schools.

40. Parent reporting needs reviewing and changing since it affects the way reading is taught as well as childrens self concepts.

41. Examine and clarify the many innovations in our schools which load the school day with either non-essentials or things less important than actual child needs or readiness. This leaves little time for teaching. This refers to such things as T.V., assembly programs, movies, foreign language, etc.

42. Remediation of reading problems should be based on careful diagnosis and not the silly-nilly use of this or that material or equipment that some-one thought was good.

43. We need to spend more time and money on preventative measures rather than enlarge remedial services.

44. Reading consultants duties need to be more clearly defined.

45. One day of the pre-school institute in the fall should be devoted to launching the reading programs in the schools.

46. Reading or Language Arts should be the main emphasis in the primary grades.

47. The introduction of formal reading should not be attempted until children have adequately completed the prerequisites such as oral language development, experiences and ability to express simple ideas and concepts.

48. Our system of promotion and retention should be reviewed and revised since it affects the reading program and vice versa.

49. Teachers and principals should be made aware of and request the services of consultants.

50. Organizational structure should be developed so that supervision is aware of what is happening in each grade, level and classroom of every school.

51. More reading demonstrations of the actual teaching of reading should be given so that classroom teachers may see new ideas, techniques and materials and their implementation.

52. Reading consultants should give corrective instruction in the students regular classroom rather than in isolated rooms.

53. Reading consultants should not be asked to instruct retarded or slow children who are reading to capacity.

54. Reading specialists or consultants should be under the principals direction rather than a department head to serve one department.

55. A Reading Improvement Program which is not correctional or instructional should be set up.

APPENDIX C

OPINIONNAIRE FOR INSTRUCTORS

Richmond Public Schools
ADMINISTRATION BUILDING
809 EAST MARSHALL STREET, RICHMOND, VIRGINIA 23219

TO: Instructors in In-service Programs

FROM: Nathaniel Lee, Assistant Director of Instruction

SUBJECT: Evaluation Report

DATE: April 21, 1967

I. Your brief reactions to the following questions are needed to assist in formulating an evaluation report of our in-service programs:

1. What are the objectives of your course?
2. To what extent have the objectives been accomplished?
3. What suggestions do you have for improving future programs?

II. We would like to recognize participants that you consider outstanding and make a record of those you consider at the other extreme. If there are such members in your class, please state their names and the reason for your opinion.

III. Evaluation forms for participants will be delivered to you the week of May 15. These forms may be collected at the last meeting and forwarded with your class roll to our office.

Let me thank you again for the valuable contribution you are making to the success of our program.

APPENDIX D

OPINIONNAIRE FOR PRINCIPALS

RICHMOND PUBLIC SCHOOLS

OPINIONNAIRE
FOR
PRINCIPALS OF RICHMOND PUBLIC SCHOOLS
CONCERNING
IN-SERVICE TRAINING PROGRAMS

I. Circle the appropriate number after each statement.

A. In-service training activities have improved the teaching abilities of participating teachers in your school.

1. To a great extent
2. To a moderate extent
3. To no noticeable extent

Cite any example that helped form this judgment.

B. In-service training activities have broadened concepts and understandings of participating teachers concerning co-workers of different ethnic groups.

1. To a great extent
2. To a moderate extent
3. To no noticeable extent

Cite any example that helped form this judgment.

II. Provide the information for the following:

A. List in order of priority what you feel are the most critical instructional needs in our school system.

Identify types of in-service activities that you feel could satisfy these city-wide needs.

B. List in order of priority what you feel are the most critical instructional needs in your school.

Identify types of in-service activitites that you feel could satisfy these needs.

(use the back of this sheet if necessary)

APPENDIX E

OPINIONNAIRE FOR PARTICIPANTS

RICHMOND PUBLIC SCHOOLS
809 East Marshall Street
Richmond, Virginia

Opinionnaire

Participants in H.E.W. In-service Project

I. Information about participant:

A. Teaching assignment or grade level________________________________.

B. In-service course in which enrolled (circle one).

Leadership (teachers)	Communications
Leadership (assistant principals)	Mathematics
Leadership (newly appointed administrative and supervisory personnel)	Social Science
Reading (linguistics)	Speech
Reading (consultants)	

II. Information on program: (circle the appropriate number after each statement)

A. This in-service training experience has improved my teaching ability in the area studied.

1. To a great extent
2. To a moderate extent
3. To no noticeable extent

B. In-service training activities have broadened my concepts and understandings of co-workers of different ethnic groups.

1. To a great extent
2. To a moderate extent
3. To no noticeable extent

III. Provide the following information:

A. List in order of priority what you feel are the most critical instructional needs in our school system.

Identify types of in-service activities that you feel could satisfy these city-wide needs.

B. List in order of priority what you feel are the most critical instructional needs in your school. (may be the same as A)

Identify types of in-service activities that you feel could satisfy these city-wide needs.

IV. State any suggestions you feel will be helpful in planning future programs.

(use the back of this sheet if necessary)

APPENDIX F

COMMUNICATION PUBLICATIONS

REPORT CARD

RICHMOND PUBLIC SCHOOLS
RICHMOND, VIRGINIA

VOLUME 2, NUMBER 3 FEBRUARY, 1967

A Message from the Superintendent:

CHOICE OF SCHOOL FOR 1967–1968

The Richmond Public Schools have been operating under a Court approved plan for the desegregation of schools which is termed "freedom of choice." Regardless of the school or grade in which your child may be enrolled this year it will be necessary for you to select the school you wish him to attend for the 1967-68 school year. There will be a period of 30 days for your choice to be made. This period will begin on February 15th and end on March 17th. You are free to make any choice you may desire; but after the choice is made it cannot be changed unless there is a significant change in residence nearer to the school for which a new application is made, or serious hardships exist which will justify the transfer.

Prior to February 15th, each pupil who is now enrolled in the Richmond Public Schools, except those in the 12th grade, will be given an envelope containing an application form and a letter of explanation to take home. Although you have 30 days in which to make your decision it will be helpful if you return this application to the school as soon as your decision has been made; however, no preference will be given to an early choice during this period.

As soon as possible, after the 30 day choice period is over, a card will be issued indicating the school to which the pupil will be assigned for the next school year. It is essential that this card be retained and given to the school the child attends in September.

We will appreciate your cooperation and understanding in helping to make this plan work successfully for the best interests of our children.

A sample application form is printed on the reverse side for your information.

H. I. Willett

Richmond Public Schools
ADMINISTRATION BUILDING
312 NORTH NINTH STREET, RICHMOND, VIRGINIA 23219

CHOICE OF SCHOOL FORM

This form is to be used to choose the school you wish your child to attend during the coming school year 1967-68. A choice of school form is required of every student enrolled in the Richmond Public Schools and ONCE A CHOICE IS MADE IT CANNOT BE CHANGED. A list of applicable schools is printed on the back of this form. After this form is completed, please return it to the school in which your child is currently enrolled.

1. NAME OF CHILD ______ Last ______ First ______ Middle
2. ADDRESS ______
3. DATE OF BIRTH ______ Month Day Year AGE NOW ______ PRESENT GRADE ______
4. NAME OF PARENTS ______
5. ARE PARENTS RESIDENTS OF THIS CITY? Both ☐ Father ☐ Mother ☐ Neither ☐
6. ADDRESS OF PARENT IF NOT SAME AS ABOVE ______
7. NAME OF SCHOOL NOW ATTENDING ______
8. NAME OF SCHOOL CHOSEN FOR 1967-68 ______
9. GRADE PUPIL WILL BE ENTERING IN 1967-68 ______

SAMPLE SPECIMEN

PARENT'S SIGNATURE ______
OR
GUARDIAN'S SIGNATURE ______
RELATIONSHIP TO PUPIL ______
ADDRESS ______
PHONE NUMBER ______
DATE SIGNED ______

Do Not Write Below This Line

FOR SCHOOL USE ONLY:
Is Student assigned to school chosen? ______ YES ______ NO
If not, explain ______

THIS FORM MUST BE RETURNED BY MARCH 17, 1967

THE STAFF NEWS BULLETIN
RICHMOND PUBLIC SCHOOLS

OCTOBER 1967 Richmond, Virginia Volume 3, Number 1

KNOW YOUR SCHOOL BOARD

Richmond Public Schools is fortunate to have these concerned and interested people of the community as its policy making body. They are: (left to right) Dr. Thomas H. Henderson, Mr. H. Hiter Harris, Jr., Mr. Frank S. Calkins, Chairman, Mr. A. C. Epps, and Mrs. W. Hamilton Crockford, Vice Chairman.

from the Superintendent:

As we begin the 99th year of the Richmond Public Schools, I wish to express my appreciation to the staff for the quality of work that was performed in the self-study program last year. The preparation which you have made provides a solid base for the evaluation by the visitation teams from colleges, universities, and other school systems. I am confident that a number of helpful suggestions for improvement will result from this program of self-study and evaluation.

As I stated at the August 30 convocation, there are certain areas of emphasis which we should stress. We need to continue our study of children. There is much that we can learn about children by analyzing how they learn, what influences their attitudes and understandings and what motivates them to greater effort. To be effective, learning must be related to individual interests and abilities. Some schools are experimenting with new types of organization. I commend the attempts to form a more flexible schedule to make better use of staff and pupil time. In view of the explosive increase in the body of knowledge, we must continue to analyze and revise the school curriculum. The changes that are now in process place a higher premium on innovation, not for the sake of innovation, but in order to find more effective means of improving the learning process. Our attempts at appraisal and evaluation must not only be concerned with the total school and school system but also with the individual processes employed by each teacher.

Finally, I would like to emphasize the importance of strengthening the partnership between the home, school and community. If the school is to be successful, we must mobilize the resources of the home and community in support of our efforts.

H. I. WILLETT, *Superintendent*

IRS RULING MAY AFFECT YOU

On May 2, 1967, the United States Treasury Department issued amended regulations concerning deductions of expenses for education. The new regulations are retroactive to the calendar year of 1964 and educators may file an amended return, Form 843, available at the Internal Revenue Service Office.

Full provisions of the new regulations are contained in the Federal Register, Volume 32, Number 84, Tuesday, May 2, 1967, pages 6669-6752, Washington, D.C. Copies may be obtained by writing to the Division of Federal Relations, N.E.A., 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

INTERESTING OCCUPATION OF FORMER STUDENT

J. Rupert Picott, Jr., graduate of Richmond Public Schools' Armstrong High School, class of 1956, is now living and working in Zurich, Switzerland.

Mr. Picott is working with a group of urban planners and is preparing a multidictionary of architectural terms in French and English.

Young Picott is also a graduate of Virginia Union University and the University of Virginia. He is the son of Dr. and Mrs. J. Rupert Picott of this city. Dr. Picott is on the staff of the NEA and Mrs. Picott is Reading Specialist in Fairmount School.

CALENDAR

OCTOBER 1967

Monday, 2nd	Richmond Educational Secretaries dinner meeting 5:30 P.M., at John Marshall High School
Wednesday, 4th	General Conference 3:45 P.M., Binford School
Thursday, 5th	Rosh Hashanah
Sunday, 8th	Fire Prevention Week begins National School Lunch Week begins
Monday, 9th	Business meeting Elementary Teachers Association
Wednesday, 11th	Board of Directors REA 3:30 P.M., Binford School
Thursday, 19th	School Board meeting 1:00 P.M. Sukkoth
Tuesday, 24th	United Nations Day
Thursday, 26th	Music Workshop
Sunday, 29th	National Children's Book Week begins

Staff News *BULLETIN*

Issued from the Administration Offices of the Richmond Public Schools, 312 North Ninth Street, Richmond, Virginia 23219. Published Monthly, Sept.-June.

H. I. WILLETT, Superintendent

The development of the program activities (in-service training) reported herein was supported by a grant from the U. S. Department of Health, Education, and Welfare, Office of Education.

Editorial Board
ROY N. PUCKETT
DR. JAMES T. GUINES
DR. JAMES W. TYLER

Editor
SARAH S. BURCHAM

Vol. 3 Oct. 1967 No. 1

EDUCATION PAYS OFF

Benjamin Franklin observed that "the only thing more expensive than education is ignorance."

Americans spend approximately $450 per pupil in a public school. Not bad, considering that is where the foundation of one's educational experience is built.

On the other hand, the annual cost of keeping a juvenile delinquent in a detention home is $1,800! Further, a family on relief costs $2,500 a year, and confining a criminal to prison costs $3,500 a year!

These are horrible facts in terms of taxpayer dollars as well as wasted lives. And these facts are just as horrible! One out of three students in American fifth grades will drop out before finishing school. About a million students leave school each year.

Still, the latest survey of earning power compiled from government studies reveals that a youngster with a college education just beginning his career can expect to earn an average of $444,000 over his working life. A youngster with a high school education can expect to earn $303,000. With only a grade school education, lifetime earning power amounts to an average $219,000.

Obviously, it pays to get as much education as possible.

* * *

A minute for safety is better than a month for repairs.

VISITING TEACHER DEPARTMENT TO EXPAND SERVICE

A new program developed for this fall in the Visiting Teacher Service will be in the use of undergraduate sociology and social welfare students.

These students will serve internships in School Social Work and will be able to work in the schools for a limited number of hours each week. This program will be an addition to the already existing programs of training and service.

The program will begin with ten students from Richmond Professional Institute. Later in the year plans are to add a group from Virginia Union University. This program is experimental and will be expanded in relation to its successful operation.

* * *

Bend your legs when you lift, and avoid the backbone shift.

AWARD GIVEN PRINCIPAL BEAUVAIS

Edward C. Beauvais, principal of John B. Cary School and Lieutenant Colonel in the Civil Air Patrol, was given a Distinguished Service Award this summer. Lieutenant Colonel Beauvais performed his duties as Aerospace Education Officer of the Virginia Wing in a most outstanding manner between January 1965 and May 1967. As Aerospace Education Officer he directed the in-service workshop at Richmond Professional Institute. Under his leadership this program was expanded from one class to three classes. His outstanding work in this field contributed to the entire Civil Air Patrol program in furthering aerospace education. Colonel Beauvais' leadership of this program is a credit to him as well as the community and public education.

STEP INTO SEPTEMBER

Monkey bars and skinned knees

New children and new teachers

Warm buildings and busy swings

Cafeterias and school lunches

Fido left at home and lonely

* * *

Life is a grindstone—and whether it grinds a man down or polishes him up depends on the man.

CONTINUING EDUCATION IN HOME ECONOMICS

Unusual opportunities in off-campus education are offered this year in the field of Home Economics. The fall course will be in the area of Advanced Tailoring and will be held in George Wythe High School. Human Nutrition and Foods will be offered in the Spring.

These courses are a part of the Virginia Polytechnic Institute extension service and are designed to attract the professional whose education has been interrupted. This is the first year that such a program of study in this field has been offered in the Richmond area.

Available to you from the CURRICULUM MATERIALS CENTER

Lieberman—Collective Negotiations for Teachers

Cicourel—The Educational Decision-Makers

Erikson—Childhood and Society, 2nd ed.

Massialas—Inquiry in Social Studies

Association for Supervision and Curriculum Development, Evaluation as Feedback and Guide, Yearbook, 1967

Norris—The Information Service in Guidance

Shulman—Learning by Discovery; Critical Appraisal

Haines—Guiding the Student Teaching Process in Elementary Education

Burns—The Language Arts in Childhood Education

Zeran—Organization and Administration of Guidance Service

Durkin—Children Who Read Early

Fenton—Teaching the New Social Studies in Secondary School

Peters—Guidance in Elementary Schools

Kaplan—Musicianship for The Classroom Teacher

Hale—The Horizon Book of Ancient Rome

Bazin—A History of Art, from Prehistoric Times to the Present

Hoffman—Sculpture Inside and Out

Camera Inc.—The World of Camera

Conrad—The Architecture of Fantasy

Stubbs—Graphic Arts in the Twentieth Century

Conrad—The Process of Art Education in the Elementary School

Kidder—The Birth of Japanese Art

Staff—The Picture Postcard and its Origins

W C O T P—Man Through His Art—Vol. 4—Education

"SCIENTIST OF THE WEEK" PROGRAM CONTINUES IN MATH-SCIENCE CENTER

Topics of current interest in many fields were covered by lectures, discussions, and in individual conferences with outstanding scientists.

The first of this series of after school science programs for teachers and students featured Dr. William J. Welstead, Jr., and Dr. Victor F. German, chemists with the A. H. Robins Pharmaceutical Company. Meetings were held each afternoon between 4:15 and 5:30 September 25-28, 1967, in the Math-Science Center at 4225 Old Brook Road.

This type program will continue throughout the school year through five cycles. Each section will feature outstanding scientists who are specialists in different branches of science.

The program is open to students and teachers in the neighboring counties as well as those in the City of Richmond.

IDEAS MUST BE DEVELOPED

The governor of North Carolina was complimenting Thomas A. Edison one day on being a great inventor. The modest Edison looked uncomfortable. "I am not a great inventor," he claimed.

"But you have over a thousand patents to your credit."

"Yes, but about the only invention I can really claim as absolutely original is the phonograph," was the reply.

"Just what do you mean?" asked the governor.

"Well," explained Mr. Edison, "I guess I'm an awfully good sponge. I absorb ideas from every source I can and put them to practical use. Then I improve them until they become of some value. The ideas I use are mostly the ideas of people who don't develop them."

ADULT EDUCATION OPENS NEW CENTER

Robert F. Van Cleef was named Principal of the Adult Education Evening School Center which opened this fall in Thomas Jefferson High School. This school will emphasize open end registration and will offer a variety of subjects. Students will be received into the classes throughout the year as vacancies occur.

The curriculum includes Speed Reading, Business Education, and Supervisory Development courses. The program will be revised and increased as need and community interest arise. The hope is that this will become a center where the Humanities may be a part of adult education for living.

Notes, News, and Notables

DO YOU HAVE A STORY TO TELL?

Every Friday morning Richmond Public Schools has fifteen minutes time on WXEX-television. This spot on television, in the Dialing for Dollars program, is the school system's opportunity to tell its story.

Mr. Fred Smith, Youth Employment Coordinator, is responsible for setting up the programs. He would like to hear from any of you who might like to be on the program or who has an idea for it. Mr. Smith can be reached at 649-5334. Please call him now!

Mrs. Lucille W. Chaffin, Secretary in the Music Department, spent another holiday in Europe with her son. Spain and Portugal were the points of special interest covered in her travels.

Mrs. Margaret R. Dungee, third grade teacher at Fairmount School, went to Nassau with a group of 75 people in a tour sponsored by Richmond's Fifth Baptist Church. Her experiences were enriching and inspiring for her role as a teacher. She has already prepared a bulletin board display as a result of this experience and tied the ideas in with the teaching of Economics. On the bulletin board she was able to demonstrate graphically the use of native crafts in the straw market.

Mrs. Altia H. Picott, Reading Consultant in Fairmount School travelled to Portland, Oregon for the Urban League. Dr. Picott accompanied her as a representative of the NEA. After attending the Urban League conference the Picotts visited Los Angeles and attended the Elks Convention. Finally they travelled to Mexico City. In each city the Picotts were able to visit enterprises of Education which were outstanding in each area.

Florence Tromater, Psychologist in Vocational Rehabilitation, spent the summer in Europe.

Many of our staff members travelled extensively during the summer. Mrs. Mary Drayton, School Community Coordinator in Fairmount School and her daughter Cassandra travelled extensively in Europe this summer. Cassandra is a Sophomore in John Marshall High School. They were guests of Mrs. Drayton's sister and family, Lieutenant Colonel and Mrs. Oliver L. Norrell Jr. in Hannu, Germany. Mrs. Norrell is a former teacher of Social Studies in East End Junior High School and is completing a Master's Degree in Education while she is in Europe. Cassandra Drayton began the study of French as a fourth grade student in Richmond Public Schools and she found that this background enabled her to use the language with ease while she shopped in Paris.

The following secretaries from the Administration Building attended the annual Convention of the National Association of Educational Secretaries held at Penn State University, July 21-23, 1967: Mrs. Rebecca Gerring, Mrs. Kitty Terry, Miss Josephine Dixon, Mrs. Joyce Smith, Mrs. Rose Harris, Miss Martha Hounchell, Mrs. Lillian Elliott, Mrs. Margaret Capps, and Mrs. Olive Ritchie. Mrs. Marie Anderson from Armstrong also attended. Mrs. Ritchie and Mrs. Anderson remained for the Institute held the following week.

The Virginia Association of Educational Secretaries was awarded the Membership Trophy and Placque for having the largest gain in new national members for the year. Mrs. Ritchie was presented the trophy for the state, and was also awarded her Advanced Professional Standards Certificate.

Theresa H. Engelberg, teacher in Mary Munford School spent 32 days in the Orient during the summer. She spent a great deal of time in Thailand and expects the experiences of the summer to enhance greatly her teaching this school year.

Dr. Rudolph F. Wagner, Chief Psychologist, revisited Germany. He spent two days in Munich observing the German Educational Television Station, its techniques and practices. Dr. Wagner is now serving as co-editor for a book which will be published in the near future. The book is entitled *An Anthology of German Language Teaching.*

Virginia Education Association Annual Meeting—November 1-3

1966-67

A New Day for the Urban Child

Superintendent's Annual Report
Richmond Public Schools
Richmond, Virginia

A New Day for the Urban Child

Superintendent's Annual Report
Richmond Public Schools
Richmond, Virginia
1966-67

Published by
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Foreword

The Superintendent's Annual Report for the school session 1966-67 is presented to parents and citizens generally to keep them informed on the activities that are taking place in the Richmond Public School System. This past school year was a period of intensive self-study. All aspects of the Richmond Public Schools were studied and analyzed in an attempt to apply national criteria of excellence. Strengths and weaknesses were identified and areas of weakness are being corrected as rapidly as know-how, time and resources will permit.

The coming school session will witness a year of intensive checking of our findings from the self-study by outside professionals. The first visitation from the outsiders will concentrate on new programs and the enlargement of programs started in the last two or three years. These changes represent the attempt of the Richmond Public School System to help solve the problems of the Richmond community. The problems facing the inner cities of America may well be the greatest test of the effectiveness of American public education. This challenge will require that educators and citizens attempt cooperatively to develop the best educational program our vision, energies, and resources will make possible.

The Richmond Public School System for years has been attempting to find better ways of teaching. This Annual Report describes some beginnings and forecasts some things to come that will make education a force for quality living in the Richmond community.

H. I. Willett, Superintendent
August 1967

The School Board

Frank S. Calkins, *Chairman*	Term: 1964-1969
Mrs. W. H. Crockford, *Vice-Chairman*	Term: 1962-1967
Augustus C. Epps	Term: 1963-1968
H. Hiter Harris	Term: 1966-1971
Dr. Thomas H. Henderson	Term: 1965-1970

The School Board and Superintendent—Seated, from left, H. I. Willett, Superintendent of Schools; Frank S. Calkins, Chairman of the School Board; standing, from left, Augustus C. Epps; H. Hiter Harris; Mrs. W. H. Crockford, Vice-Chairman of the School Board; and Dr. Thomas H. Henderson.

Introduction

The Richmond Public Schools have not been content to stand pat with traditional approaches to education. Although retaining many of the old practices that have stood the test of time, the school system is looking to its multiple array of new projects and experiments to find answers for bewildering problems facing an urban community.

School Superintendent H. I. Willett propounded this philosophy at the first convocation of the Richmond Education Association in January, 1967. As teachers and personnel of all races and from all the schools convened for the inaugural meeting of the newly merged organization, the Superintendent said, "We need to remember that 'more of the same' is not necessarily the best answer to some of our problems."

This philosophy has been transformed into educational activities ranging from the first venture inside a schoolhouse door for shy three-year-olds to a return to the classroom to gain the rudiments of literacy for equally shy grandparents.

It can truthfully be stated that the Richmond Public Schools had something to offer almost every citizen of the city during 1966-67, from early childhood to late adulthood. Yet, with the continued flight of the middle class to the suburbs and the concentration of low-income groups in the central city, the challenges of maintaining a high-quality educational system remained high.

"I hope," said Willett, "that we can look beyond some of the frustrating problems of the moment to see the kind of a city that can develop here if we can keep hope alive and direct our energies realistically, energetically, and intelligently toward the solution of some of the problems.

"Our concern must be with what education can do to create the kind of self-image in our people that will replace frustration with hope if we are to supply the kind of motivation that will cause an increasingly higher percentage of our people to develop productive and salable vocational skills and to develop the attitude and ability to accept places of dignity and respect in civic and community life," the Superintendent told the teachers and staff.

"Our goals must be realistic in terms of the pupils that we now have, not necessarily in terms of those that we used to have or would like to have. There is a danger that teachers and even a school will lose its joy of accomplishment because it fails to attune its program to the needs of its pupils. It is much easier to deplore than to innovate new approaches and to accept new challenges, but I believe that you want to accept the challenges that lie ahead."

From these basic ideas, a constellation of services emerged during the year for the urban child. It could be said of the Richmond youngster that:

HE STARTS EARLIER . . .

A six-year-old pupil, who would be the youngest child in a traditional school district, welcomed children half his age to school for the first time during 1966-67 while painted figures of Humpty Dumpty, Mother Goose and Little Jack Horner frolicked across a mural in the background.

The city schools thus began a pilot study for three-year-olds, following up on the system's earlier experiments with the values of bringing four-year-olds into the classroom. The study of three-year-olds, which is scheduled for follow-through work in 1967-68, will aim at determining the effects of planned and guided experiences with books and enriching activities on the vocabulary development.

Parents Also Attend

Especially important in the innovation is the role that parents play. The parents of the "threes" came to monthly workshops where they were provided kits of materials that included picture dictionaries, word books, brightly illustrated picture books, a variety of games, poems, finger plays, songs and suggestions for

the parents' own use of these materials.

The program is predicated on the belief that a parent's early reading to a child is a significant factor in the development of vocabulary. Volunteer teachers demonstrated the use of materials in the take-home kits with the children while parents observed. In evaluating this project, parents indicated that the children had improved in vocabulary development and social behavior, and had developed a love for books and school.

With a start at age three, the course to education may be expected to run much smoother through the rest of life. Parents using a checklist questionnaire in evaluating the program said their children benefitted from having the use of kits, and the parents wanted the program to continue with longer and more frequent sessions. Teachers observed that parents and their children seemed to develop a sense of pride in their art activities and games.

"Fours"

Richmond schools continued their experimental work with four-year-olds, as well, in the belief that the young child needs to develop relationships that will permit him to experiment with his own emerging abilities. At six Early Childhood Education Centers, teachers and teacher aides provided daily experiences to about 120 four-year-olds from needy homes. Here the pupils found acceptance, expert guidance for their explorations, and sweet tastes of success.

A child must be afforded this opportunity to be free from the frustrating environment of poverty, if he is to develop a positive concept of himself, the program's leaders believed. And in this program, too, there were contacts with parents to offer guidance on the most effective ways of meeting the responsibilities of parenthood.

Project Head Start

Just one more step up in Richmond's educational ladder was Project Head Start, a compensatory education program for some 1,200 children who as five-year-olds were to enter the first year of the regular Junior Primary Program. Funds from the Office of Economic Opportunity financed the effort that was aimed at development of a comprehensive program focused on drawing together family, community and professional resources to contribute to every child's total development.

These goals were translated into nutrition education for families and information for low-income parents about how to get the most for their food dollars. Children were given a daily nourishing snack and a well-balanced lunch. They were acquainted with good foods formerly unfamiliar to them. Head Start goals were also put to work by counseling services, physical examinations and correction of defects, dental care, a psychologist to take care of referrals made by social workers, adult education courses for the parents, improvement work in communities by volunteers. Most important, perhaps, children got a head start in education through development of oral language, and a positive self-image.

Kindergarten (Junior Primary)

With Head Start ends the early childhood projects that carry labels as new. But every attempt is made to assure that to the average five-year-old entering the 60-year-old Junior Primary Program everything is pretty "special," too, and no less for his parents. An extensive preschool orientation precedes a child's entrance in the kindergarten. There are health and psychological screenings, registration, an introduction to the school's principal, a visit to the classroom and a tour of the school—all designed to assure the child and to enlist the immediate partnership of the parent.

The Junior Primary recognizes that every child's rate of learning and depth of experience varies from that of his peers. Provision is made, therefore, for pupils to progress at their own speed. The JP covers two years—a period often referred to as the kindergarten and first grade—but promotion to the second grade depends upon the probability of success in the second grade. Richmond has found it not only possible, but wholly desirable for some children to spend more than two years in the JP, while others may spend less time at this level.

In practice, the Junior Primary teaches children something of language arts, the social sciences, science, mathematics, creative arts, health, safety and play. Nor are moral and spiritual values neglected. Although public schools are prohibited from prescribing school prayers by Supreme Court interpretation of the law, values may be instilled by a teacher's example. The teacher's kindness, compassion, understanding and warmth will help instill these traits in the pupils.

Key to Learning

Language arts is the most integral part of the early childhood education program. This is true simply because the ability to communicate is the key to all other learning. Each teacher of young children is encouraged to create and maintain a

spirit and environment that will encourage children to communicate. The Richmond system's philosophy holds that each child entering school is different from the standpoint of experience, self-image and environment. Each child, it is believed, develops language concepts from numerous firsthand experiences.

The realm of experience provided to motivate youngsters to communicate varied widely. There were nature walks to gather the sights and sounds of birds chirping, leaves fluttering, streams rippling and animals scurrying. The city's bustle of industry and business also presented an opportunity for learning through field trips. Television, tape recordings and film strips gave experiences of a different, but valuable variety. Finally, interchange of thoughts by the young pupils in their classes proved an important experience in itself.

To provide leadership designed to improve the elementary instructional program on a continual basis, the City School Board has established the position of consultant teacher. Five elementary supervisors and five consultant teachers serve the city's elementary schools. The consultant is able to work side-by-side with the classroom teacher in a role of understanding and supporting because she is a teacher herself.

THERE ARE SPECIAL SERVICES FOR HIM . . .

Not all of the educational innovations are in the classroom. Central processing of library books, electronic data processing, and planning for future school plants are examples of services the urban pupil is much affected by, although not usually aware of them.

Field Trips

A special service of which he is more likely to be personally cognizant is the field trip. During the year, 80,059 students were transported outside the classroom on educational adventures. This was an average of almost two trips per child.

Educational Television

Another readily apparent benefit the Richmond pupil receives from the world of new educational media is derived from television. The city schools were the first in the state to use television as an educational medium. When the Central Virginia Educational Television Corporation expanded its facilities to include two

High School Ballou and Justice, Architects

Elementary School Ben R. Johns, Architect

stations this year, the city school system was a full participant. The older WCVE-TV beams programs for elementary children while WCVW-TV concentrates on secondary school programming.

School Building Planning

Future urban pupils will see the benefits of school plant planning of physical facilities now under construction or being projected. Planning is keyed to making buildings suitable for modern instructional concepts. The function of instruction has been kept uppermost in mind for five most recently planned buildings now under construction. These are the Vocational-Technical Education Center located on Westwood Avenue near the Acca Bridge; an East End high school located on Cool Lane at the city limits; an East End elementary school located at Marshall and 30th Streets; Clark Springs Elementary; and Blackwell Annex.

Facilities to provide instruction in 20 or more trades and vocations to high school students will be provided at the vocational-technical center. A student may take part of his instruction at one of the city's five comprehensive high schools. Adult instruction will also be housed in the center to help upgrade the city's labor force.

The new East End high school will be an

example of innovative plant planning. Departments will be grouped inside the structure in a way designed to foster complementary relationships. Space will be alloted for team teaching, large-group instruction, independent study and a comprehensive approach to science and mathematics. The new elementary school will also be constructed to permit instructional innovations, such as team teaching. Both schools will be completely air-conditioned to facilitate the expanding summer school program.

Data Processing Services

An experiment in data processing made it easier for the schools to keep attendance records for pupils and this freed personnel for duties more directly related to the urban child's education. In a pilot venture involving three secondary schools, the "systems" approach was used in collecting attendance information from the schools.

Students were considered present each day of the semester and only the exceptions were transmitted on keypunch data transmission systems connecting the schools. Through this approach, a school averaging 90 per cent attendance would have to transmit information for only 10 per cent of its students during a given day.

Library Services

The school library service of the city schools purchased 26,000 new books, plus a variety of other materials, during the school year. More than 340,000 books are now in the school libraries and slightly more than 8 per cent of them were purchased during the past year. The city spent approximately $132,000 for library materials, some $44,400 of it from Title II of the Elementary and Secondary Education Act of 1965.

The libraries were evidently put to good use. Circulation of books and materials exceeded 1,000,000. The average was 25 circulations per student.

THERE ARE SPECIAL PROGRAMS FOR HIM . . .

New developments to offer the student more than his normal classroom studies were abundant. They varied from a center for mathematics and science to a touring drama designed to make professional theater a familiar medium for him.

History in French

In one experimental course, students studied twentieth century world history in a class where French was the language spoken. The project serves to conserve the student's time by permitting him to accomplish two objectives simultaneously—the study of history and the study of French. The study of the history of the French people in their native language also enhanced the cultural dimension of the course. Fifty sophomores at Thomas Jefferson and Armstrong High Schools took the course, which was a pilot study in cooperation with the State Department of Education.

Math-Science Center

A mathematics-science center was developed at John Marshall High School to serve interested students from Richmond and surrounding counties. The supplementary program was financed by a $280,156 grant from Title III of the Elementary and Secondary Education Act. Title III is designed to encourage creativity and innovation.

Special math and science laboratories were available to students afternoons, evenings and Saturdays for exploratory studies. Local scientists aided the center as lecturers and part-time teachers and special guest scientists were brought to the center from outside the area. Mobile math and science units moved from school to school with educational exhibits. At Thomas Jefferson 100 mathematics students interested in com-

puter programming were enrolled in special classes in Fortran, a computer language.

Special Education

A service to children with handicaps was rendered through special education. This specialized service emphasized that any impairment blocking the education process must be removed, minimized, or neutralized.

Special teachers started their work with the child, and his individual needs. If his speech was faulty, they tried to help him improve it or perfect it. If his hearing was impaired, they directed their efforts to give him ways to learn without hearing well. If he couldn't see well, they showed him how to use his sense of touch and sound to learn things other children learn through seeing.

When a child had difficulty learning fast or much, the special teachers let him learn slowly —at his own pace—and as much as he could absorb, and the concentration was on those things that will best serve him throughout his adult life.

More than 4,000 pupils were served by special education. There were eight special schools, 46 special classes and 27 itinerant teachers. A total of 133 special teachers worked in the program, which went hand-in-hand with the Departments of Psychological, Medical and Visiting Teacher Services.

The philosophy was simple: help the boys and girls do the best they can.

Project PAVE

A project of a different nature, but also a special service for school children, was PAVE, short for Performing Arts in Virginia Education. The urban child was given a chance to experience a medium, usually urban by nature but one not always readily available to him.

For the first time, professional theater and the state public schools were brought into rapport. The Richmond Public Schools with the cooperation of the Virginia Museum of Fine Arts sponsored a program, financed by Title III of the Elementary and Secondary Education Act, that brought "The Subject Was Roses," a Broadway hit and Pulitzer Prize-winning play, to 21 school divisions in the state. Close to 30,000 students, including 8,000 in Richmond, saw the play. But, more important, the students were given extensive classroom orientation to the world of theater prior to arrival of the play and were accorded a chance to question the cast following each performance. During class sessions stu-

dents were introduced to such aspects of production as set design, lighting, costuming, directing and acting.

Questions thrown to the performers ranged from "How do you get that emotionally involved in a scene?" to "Were those real hard-boiled eggs?" These led to discussion of author Frank D. Gilroy's motives behind the plot, the play's relationship to everyday life and the technical intricacies of putting on a traveling show.

The arts and humanities project was considered a badly needed addition to culural offerings of the schools and plans are for it to continue in 1967-68 with a second touring production, "School For Wives," by Moliere.

New Alphabet

Special opportunities for children were found at one school in the form of a new kind of alphabet with which children began to learn to read. Westhampton School, in an experimental class, was trying out the Initial Teaching Alphabet. Instead of the traditional A, B, C's, pupils were using new characters designed to represent the actual sounds of the language. After learning to read with this help, the children gradually transferred to the standard alphabet.

Theme Readers

In several other schools, English teachers had more time to devote to children because of "theme readers" who read and graded pupils' themes. A corps of 30 persons, all of whom were college graduates with majors in English, handled this time-consuming chore for the teachers.

PUPIL PERSONNEL SERVICES FOR HIM ARE EXTENSIVE . . .

For some children in the urban school system, questions arise that often seem unanswerable. "Johnny seems to be a bright boy, but he can't read—why?" "Why does this boy resent school and authority?" "Is this child's failure caused by emotional problems?"

It is the job of the 11 school psychologists of the city public school system to answer such questions. More than 1,600 formal requests for psychological evaluations were received during a year's time and questions were asked like the above.

The school psychologists are professionally qualified persons holding advanced degrees in psychology. They have experience in diagnosing problems and counseling pupils in overcom-

ing them. After psychological evaluation of a pupil, the teacher is consulted to discuss interpretation of results and ways to teach the pupils more effectively.

Other professional workers in the Pupil Personnel Services—the visiting teacher, the nurse, the school counselor—are equally important to the team effort toward improvement of pupil attainment. One of the major goals is the early identification of a child with a problem. "An ounce of prevention," the specialists believe, "is worth a pound of cure."

Vocational Rehabilitation

Older youths with substantial handicaps to gainful employment can now be served by the school system without referral to an outside agency. The Virginia Department of Vocational Rehabilitation and the Richmond Public Schools operate a rehabilitation unit within the school administration building. A staff of nine rehabilitation counselors, two psychologists, and two social workers work closely with counselors, nurses, visiting teachers and psychologists. Students who are age 15 and above are served by the vocational rehabilitation unit which was set up in February, 1966. Diagnostic studies are made to assist students and their families to look toward realistic occupational objectives. Interests, aptitudes, abilities and physical capacity for work are taken into account. The counselors work with teachers to help them design classroom experiences that will build occupational skills for the handicapped students.

Some students are guided toward special training after they leave high school. Employment placement services are available for all handicapped children.

One of the newer programs for the urban child is School-Community Coordination. It was born from the realization that maximum education occurs when families and schools are brought closer together. In Richmond, the effort has been concentrated on seeking ways to compensate for cultural shortcomings found among lower income families.

Extended Day Activities

The compensatory effort included establishment of "extended day" activities in 10 elementary schools. Reading clubs, modern dance and art appreciation are some examples of after-school activities sponsored at the schools for parents and child alike. Each school had a coordination committee to plan its special activities. Yet another of the attempts to involve people,

school and community was a volunteer tutorial service for underachieving pupils. About 200 volunteers worked individually with children under the sponsorship of the Richmond Council on Human Relations.

Field Social Work

An instance of the potential benefits from cooperation between an urban school system and a neighboring urban college came in a joint venture of the Richmond Professional Institute's School of Social Work and the Visiting Teacher Department of the city schools. Six Social Work students enrolled in the two-year graduate degree program of RPI took their field work practice in the Visiting Teacher Department.

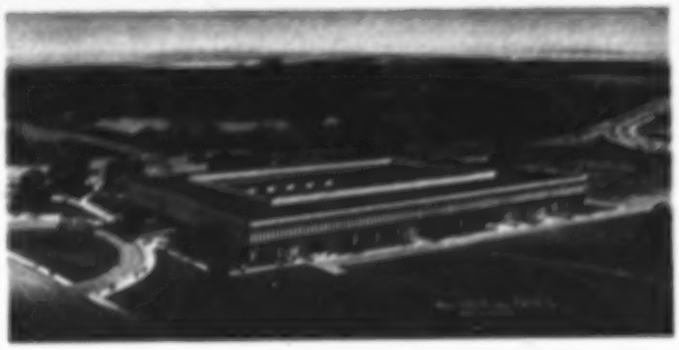
The student unit, under supervision of a faculty field instructor, was housed in the school administration building. A number of carefully selected cases were assigned to the RPI students for learning purposes. Since the number of cases was limited, the students were able to provide intensive casework service for each child and parent served. Interviews were generally at the child's school or in the home. The Social Work program demonstrated that the goals of urban college students can be transformed into benefits for the urban public school student.

Mental Health Team

At J.E.B. Stuart School, an interdisciplinary group met with a child psychiatrist over a two-month period to explore the possibilities of forming a "mental health team" to provide a new way to help children with emotional problems. The "team" had as its members the school principal, four fifth-grade teachers, a guidance counselor, curriculum coordinator, psychologist, visiting teacher, school nurse, medical director and child psychiatrist.

The group agreed that the interchange between pupil personnel specialists and instructional staff members gave a chance for a more comprehensive look at the child with emotional and learning problems than heretofore has been feasible.

At year's end, the originators of the team were expressing hope that other mental health teams can be formed in other schools to furnish more efficient and complete study of the child who is unable to adapt to school.



HE IS OFFERED EXTENSIVE VOCATIONAL TRAINING . . .

Training in skills required for specific jobs was offered in the city's comprehensive high schools and at the Virginia Mechanics Institute. School officials were also preparing for the September, 1968, opening of a vocational-technical center, being constructed at a cost of more than $5 million.

The center will have more than 187,000 square feet of shop and class space, and will include 30 fully equipped modern shops and laboratories, 27 classrooms, a technical library, testing and learning center, a guidance and counseling center and a cafeteria to serve noon and evening meals.

High school students in the 11th and 12th grades who desire and qualify for the vocational-technical training will be provided bus transportation between the center and the student's "home" school. Day student classes will be conducted for three periods a day in two shifts—morning and afternoon. A high school junior or senior will thus be able to split his day between academic studies at his high school and vocational studies at the center.

In addition to regular high school students, the center will accommodate out-of-school youth and adults in short-unit courses or full-day courses of the noncollege training level. There will be extensive evening programs for adults employed in, or preparing for employment in, a selected vocational-technical field.

Areas of instruction were being planned during 1966-67 for the new center and contacts were made with the schools to explain the coming opportunities. Instruction was planned in the following areas: air conditioning and refrigeration, appliance repair, auto body repair and painting, carpentry and mill work, data processing, diesel engine repair, drafting, electrical maintenance and repair, electronics, food service, graphic arts, heating and oil burner repair, masonry, plumbing, practical nursing, radio and television, sheet metal work and welding.

These instructional plans were made with the help of a special committee of business persons who outlined some of the major employment needs in the metropolitan area.

Meanwhile, the needs of adults in an increasingly urban society have not been forgotten. Extensive vocational, as well as avocational, programs are offered under the continuing education phase of the public school system.

Adult Basic Education

A new approach to adult education was inaugurated in the fall of 1966. The Three R's, or basic education, was teamed with instruction in skills useful in work and home situations. This was done in the belief that occupational train-

ing needs are not fulfilled unless backed up by sound general education, and that literacy education is made more palatable for participants when it is tied in with instruction in skills related to job and home improvement.

Basic education was but one of a wide assortment of adult courses that varied from preparation for high school equivalency tests to the teaching of English as a second language for foreign-born adults to courses in jewelry and lapidary. Altogether, close to 7,000 adult students came to school.

Practical Nursing

The Richmond Public School of Practical Nursing also had a new twist for 1966-67. A training schedule that allowed persons already working in medical facilities to train for practical nursing was initiated with the beginning of the school year. The program was offered along with the regular one-year adult course in practical nursing. The change was in response to a survey by the city schools that indicated the metropolitan area needed 114 additional licensed practical nurses during the year.

Such on-the-job training was characteristic of much of the existing and proposed vocational opportunities offered to city and area youths and adults.

HIS SCHOOL DAY—AND YEAR—ARE EXTENDED . . .

School for the urban child no longer consists of prepackaged 55-minute blocks neatly scheduled into 9 to 3 o'clock days strung over a September-to-June calendar.

Yes, the required school day still—as in mother and father's day—terminates in midafternoon, and the school year comes to an official end in June with a round of commencements, goodbyes and trips to the beach.

These apparent stopping points, however, are really just the departure terminals for two of the most exciting trends of the modern urban school—the extended school day and the enrichment summer school. Neither requires the urban child's attendance, and that is perhaps the most exciting aspect of the extended school adventure. The children are there to explore interests they discovered in regular school hours. Learning is fun. Motivation is no problem. There is a volunteer spirit that pervades almost every activity of the teachers and students.

Twilight School

One of the new extended-day activities in the Richmond Public Schools 1966-67 year was un-

officially known as the "Twilight School." Why? Because a group of fifth and sixth grade children at Albert V. Norrell School came to class two nights a week, from 6 to 8 p.m., to engage in individual projects involving science and mathematics, and, peripherally, history and art. This was above and beyond the call of school duty. The students came because they were interested in some extra-special studies.

The Twilight School students stretched their imaginations to ponder how prehistoric man lived, and his descendants in more advanced civilizations such as Babylonia. Much interest also centered on the world and universe of the future.

As unique as the Twilight School may seem, it actually is just a good example of the extended-day happenings in many of the city schools. Other extended-day activity was in the afternoon, after school, but life was no less busy.

Take Bellevue and Bowler Schools for example. The whirr of sewing machines, the rapping of mallets, the thump of clay and the ripping sounds of hand saws were not uncommon noises at the Hand Workshop near the school. The opportunities for after-school enrichment included crafts classes in ceramics, drawing, painting and collage. Bellevue children showed such an interest that some 50 of them had to be turned away for lack of equipment and space. Children found expression through abstract forms of art or the practical shapes of craftwork.

Examples of the extended-day activities were numerous. A few of them were as follows: Chimborazo School—a student council, dance group, arts and crafts, science club, newspaper club and little theater; Fairfield Court School—travel club, art and puppetry, creative dancing, tutorial program, thrift club, movies, library club and health and charm club.

Summer School

When the regular school year ended in June, the extension of services for the urban child paused only a few days before resuming. Summer school began, but not the summer school that adults remember from their childhood. The emphasis was on offering experiences not available during the winter session. Opportunities were plentiful for independent study, creative projects, field trips and research, and programs were designed to meet both individual and community needs. Instead of being a bitter pill to be swallowed, summer school in the main was an adventure in learning.

Teachers, administrators and students commented frequently on the increased flexibility

summer studies permitted. Classes were more informal and opportunities for experimentation were greater generally than the regular year, which is, by necessity, more tied to formal requirements. The summer offered programs for remedial purposes, enrichment, acceleration and recreation.

More than 14,000 students enrolled during the summer. This was about a third as large as the regular session, and a sharp contrast with summer schools of several years ago when the summer enrollment was only a small fraction of the regular year's total.

Tuition programs were given for credit, or students could enroll in noncredit classes for improvement and enrichment. The usual courses in English, mathematics, science, history, foreign languages and business were joined by dramatics, dress design and construction, design and construction in woods, independent study in English and a pre-college writing laboratory. Several tuition classes for adults were part of the summer's fare. They included, for example, an accelerated high school program, review of mathematics and other basic subjects, trigonometry, art and sewing.

Tuition-free classes were a large part of the extended school year. They were made possible largely by federal funds. The purposes were to give children opportunities for enriching their regular work, for gaining preschool experiences of lasting value, and to extend remedial and compensatory services to the child in need.

Title I of the Elementary and Secondary Education Act financed a special program for approximately 7,500 children in 31 schools. The needy pupils were served free lunches. The classroom activities were pointed at correcting educational deficiencies and providing experiences to compensate for the lack of mainstream cultural opportunities in the pupils' home environment. Project Head Start, funded separately, was conducted for the third straight summer for four- and five-year-olds who were to enter school in September. Approximately 1,200 children were participants.

Under another federal grant, adults who lacked skills of reading and writing were enrolled in a basic education program offered free of charge. Classes in reading, listening and speaking, mathematics, English grammar, spelling and punctuation were among those offered.

Extended school-year action was so widespread, in fact, that to list all would require the format of a catalogue. Institutes in mathematics, science, humanities, music and reading enrolled

not only students but teachers interested in improving their professional competencies.

HIS TEACHERS RECEIVE IN-SERVICE TRAINING . . .

Ultimately, the services provided the urban child are no better than the teachers in the classrooms and the administrators and other personnel in the offices where decisions are made. To assure the utmost in quality teaching, the Richmond Public Schools conducted in-service training for 1,055 personnel during the school year.

Classes for Teachers

Administrators, supervisors, principals and teachers were enrolled in classes designed to help them learn improved ways to provide the best possible education for the urban child. Weekly, biweekly and monthly sessions were held on the subjects of reading, social science, speech, mathematics, music, art, physical education and communication. Special classes were organized for newly appointed administrative and supervisory personnel and assistant principals, and for persons considered to be "future leaders." One class, "Psychology in the Classroom," was available afternoons and evenings over WCVE-TV.

In addition, two-day improvement conferences were conducted for central office administrative personnel, supervisory personnel in the department of instruction, the department of pupil personnel services and the department of physical properties.

THERE ARE ADDITIONAL PERSONNEL TO HELP HIM AND HIS TEACHERS . . .

The best teacher can be only partially effective if she is saddled with a myriad of chores that consume time but do not contribute to the teaching and learning processes. In recognition of this fact, the Richmond Public Schools have been adding special personnel—usually known as "aides"—who help give the teacher "time to teach."

Teacher Aides

Federal funds have financed, in large part, the provision of teacher aides. At last report, 125 aides were assigned to 38 Richmond schools. Their duties varied according to the many needs that teachers had for an extra hand. Teacher aides assisted on playgrounds, accompanied children to the cafeteria, helped monitor the halls, helped supervise children on field trips (thus

providing an extra measure of safety), prepared teaching materials, distributed books, operated audio-visual equipment, wiped running noses, helped put on boots, and so on and so on.

Principals also found occasion to assign aides to office clerical duties. Often the best way to benefit the urban child was found to be the assignment of aides to do the recording and computing of grades, record keeping and test duplicating that freed teachers and counselors for valuable time with the children.

The State Department of Education and the city schools jointly launched a study during the school year aimed at finding how school "office aides" can best be used to free professional persons for tasks related entirely to educating and serving the child. Six office aides were assigned to work in offices of six schools. The pilot study will be continued through 1967-68.

Teacher aides are so new to education that formal methods of preparing them for their jobs have not been devised. The city schools, therefore, operated what amounted to a miniature "college" for teacher aides during 1966-67. The aides came once a month to in-service training at Albert V. Norrell School Annex. There, specialists from the school system gave workshop instruction in child development, art, audio-visual aids, home economics, music, personality development and physical education.

Besides having the obvious advantages of relieving the teacher and making possible more individual attention for the child, the program helped the aides help themselves through personal development. Many aides gained a renewed interest in their own education and enrolled in adult education courses. In several cases, aides were inspired to resume efforts toward college degrees.

"Send more! We could use one for every classroom," one teacher replied to a questionnaire concerning the aide program. "My only regret," said a high school principal, "is that I can't get more."

HIS CURRICULUM IS ENRICHED . . .

To prepare for life in a complex urban world, the city pupil needs a rich and generous helping of education. Providing this enriched background was the focal point of curriculum planning in the Richmond Public Schools.

At the foundation was the language arts program for elementary school children. This instruction was presented as a fusion of the skills of

communication—the listening and reading, or "intake," and the speaking and writing, or the "output" of individual expression.

History and the social sciences offered a fourth "R" to the curriculum that might be labeled "Relationships." The urban system's history and social science program consists of a study of man and his relationship to his social and physical environment. Its basic purpose is to provide experiences to help students develop the knowledge, skills and values necessary for effective citizenship in society.

Instruction in history and the social sciences begins in the elementary school where children are introduced through inquiry to the economic, geographic, historical, social and political ideas necessary to an understanding of the community, nation and world to which they belong. This program culminates in high school where the urban youngster learns to use concepts drawn from social sciences to correlate past with current events, to identify cause and effect relationships, and to become knowledgeable in the use of valid sources of information.

Pacemaker Award

Instruction in the basic principles of economics has come to be stressed considerably in recent years. The City School Board was named Virginia's educational "Pacemaker" during 1966-67 by the National Education Association for its leadership in introducing economics into the total school curriculum.

Economics instruction begins as early as the kindergarten where pupils study, in simple form, basic ideas such as the operation of supply and demand in the market. During the past year, field trips were made to banks and business establishments and discussions were held on how these institutions are related to their own family life. In the secondary schools, this economic instruction was expanded through lectures, discussions, case studies and special projects such as field trips to factories and legislatures.

Humanities

The humanities approach—or, rather, a variety of approaches—is becoming an engrained part of the school offering. The problems and characteristics of mankind throughout the ages are presented through an interdisciplinary technique that gives students broad "humanistic" understandings. Many teachers and administrators have participated in city in-service, Old Dominion Foundation, and John Hay Fellows programs in the humanities. All have agreed that students

need a new emphasis to supplement the current demand for excellence in the sciences. The program being developed in the humanities is limited only by the imagination of the teachers.

At one school, for example, an English teacher promoted an idea that has since grown until it now involves most of the English faculty and members of the history, art and music departments. Within the school, teachers in these fields give an overview of a period or an idea as part of the English unit. While the history specialist explains some of the things that provoked a change, the music and art teachers tie together the expressions men used to show their feelings. A period of history begins to have significant meaning for high school youth in terms of humanistic values.

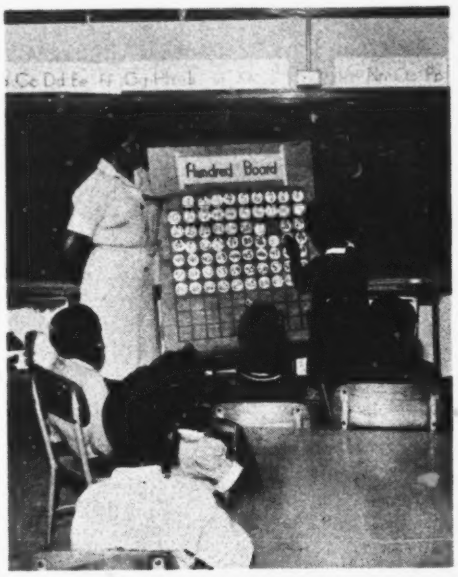
Art

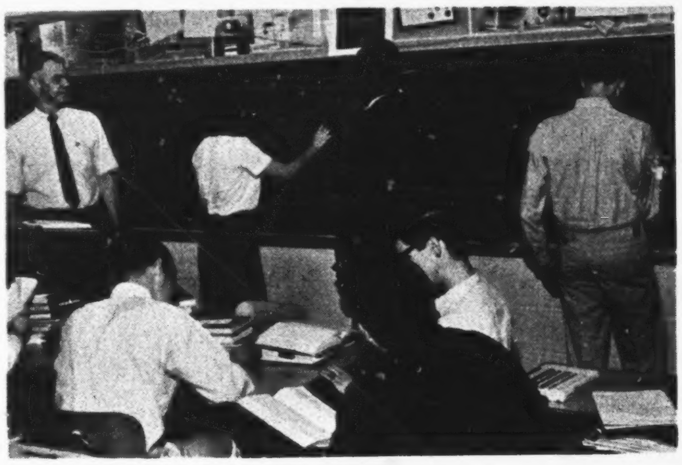
Art education plays a vigorous role in the humanities. It also sought during the year to meet the individual needs of children by means of stimulating projects such as follows: parents working on art projects in the schools; cooperative endeavor of the art department, the Shakespeare Players and the Children's Theater to bring live theater to the schools; special classes for talented students during the school day and in extended-day programs; art assemblies and art appreciation presentations to inform all students of their cultural heritage, art within the city and art happenings in today's world.

Music

Music is considered an important force in the cultural refinement of young persons. It brings relaxation, an emotional outlet, knowledge of the world and its people and aesthetic values to students of every age. For these reasons, music was offered throughout the school system at every grade level. In kindergarten the child is exposed to musical experiences and in the fourth grade all children play the song flute to discover aptitudes and interests. Talents are channeled into choirs, orchestras and bands throughout the school years.

During the past school year, the music education program included eight youth concerts by the Richmond Symphony Orchestra attended by more than 32,000 children; selected children from all the elementary school's presenting *Elementary Schools on Parade* to a packed audience at the Mosque; the five high school choirs combining with the Richmond Symphony Youth Orchestra for a performance; a complete revision of the course of study for elementary, junior





and senior grades, and formation of small ensembles in many more schools than ever before.

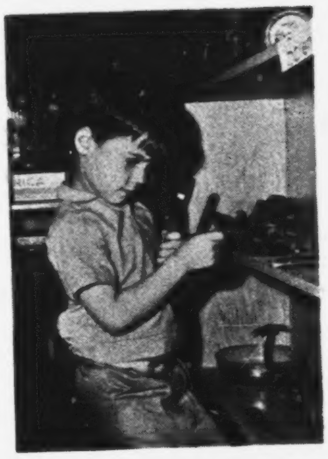
Mathematics and Science

In the fields of mathematics and science, students were given opportunities to go further and faster into these disciplines than in the past. The Mathematics-Science Center at John Marshall, mentioned earlier in this report, was the newest example of expansion in these fields as opportunities to hear and visit with distinguished scientists were given not only to city students but to youngsters from surrounding counties.

The mathematics program was contemporary in nature. The curriculum has been planned to educate each student commensurate with his ability and according to his needs and goals. Teachers strive to maintain a balance between theory and practical application. Continuity of the program is maintained from kindergarten through grade 12.

The certificate program and other measures provide for the slow learner in mathematics. There are also a basic program for the terminal student, an academic program for the college bound and an advanced placement program for the high-ability college-bound student. Something is offered for every type of urban student.

Science programs are likewise shaped to the individual needs and interests of students. For example, there are courses for slow learners in science that stress laboratory experiences and attempt to give students a basic understanding of the factors affecting them in their environment. On the other hand, there are accelerated courses for capable and highly motivated students—for example, a ninth grade course in astronomy and earth science. In the 12th grade, there is a noncredit independent study class for students in the advanced placement program who have completed science 8 through 12. The student is assigned a teacher who has specialized in the area of the student's interest. The student then conducts laboratory and library research into the area of his interest under the instructor's guidance.



Language Study

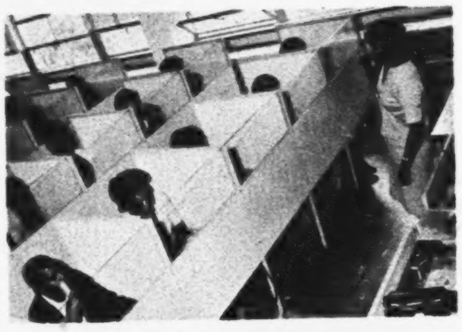
Foreign language instruction has been enriched because of the realization of growing worldwide communications problems and the need to overcome them. An extensive program in foreign languages is now offered by the Richmond Public Schools. During 1966-67, French, Spanish, German, Russian and Latin were offered. During

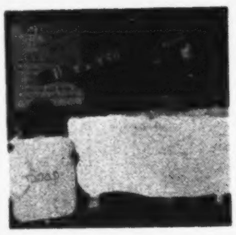
1967-68 a course in the language and culture of China—the first high school course of its kind in Virginia—will be offered.

A course in French entitled "World History in the Twentieth Century" was initiated in two senior high schools in 1966 and this approach will be expanded in 1967-68.

There were many other broad and diversified opportunities for urban children in programs of home economics, health and physical education, distributive education and other fields. Advanced placement programs were offered in several subjects to give high-ability students their first tastes of college work.

The curriculum, in short, was designed to move the urban child to an understanding of his world at a pace he can maintain and in accordance with the demands he will face as a citizen of the city and the interests and talents he develops as an urban student.





Facts and Figures About Richmond Public Schools

The Physical Facilities

Total number of schools in operation		64
Senior high schools	5	
Junior high schools	10	
Elementary schools	41	
Special schools	8	
Value of buildings (including contents)		$55,281,700
Value of land on which buildings are located		$ 2,915,000

The Pupils

Average daily membership, session 1966-67		43,548
Day schools		
Elementary	27,319	
Junior high	7,869	
Senior high	8,360	
Evening school enrollment		6,500
Summer school enrollment, 1967		14,163

The Personnel

Total number of school employees, 1966-67		3,441
Teachers, principals, supervisors, and administrators	2,182	
Secretarial and clerical	154	
Cafeteria personnel	387	
Building and Grounds	389	
Special Services	39	
Evening and adult education personnel	290	

Finances

Total general fund budget revenue, 1966-67		$21,063,151
City appropriation	$14,594,500	
State basic appropriation	5,097,590	
Other State and Federal funds	961,061	
Tuition, unexpended balances, etc.	410,000	
Total expenditure per pupil in average daily attendance		$469.21

OFFICERS OF ADMINISTRATION

Henry I. Willett	*Superintendent*
Lucien D. Adams	*Assistant Superintendent*
Dr. Thomas C. Little	*Assistant Superintendent*
Dr. Francis W. Sisson	*Assistant Superintendent*
Dr. James T. Guines	*Administrative Assistant to the Superintendent*
Roy N. Puckett	*Administrative Assistant to the Superintendent*
James A. Kennedy	*Director of Buildings and Grounds*
Margaret Fitzhugh	*Director of Cafeteria Department*
Dr. Byron B. Nelson, Jr.	*Director of Finance*
John R. Kopko	*Coordinator of Human Development Programs*
Ernest W. Mooney	*Director of Instruction*
Robert C. Haynes	*Director of Mathematics-Science Center*
George O. McClary	*Director of Pupil Personnel Services*
Dr. James W. Tyler	*Director of Research and Development*
John G. Schneider	*Director of School Data Services*
William M. Wilder	*Director of School Plant Planning*
T. Gordon Sandridge	*Director of Special Services*
Harley P. Affeldt	*Director of Technical Education*

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